ATTRIBUTES INFLUENCING THE ADJUSTMENT OF WHITE FACULTY AT SELECTED HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN TEXAS

A Dissertation

by

DAVE ANTHONY ROBERT LOUIS

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

August 2005

Major subject: Educational Administration

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Approved by:

Chair of Committee,	Christine A. Stanley
Committee Members,	Stephen Stark
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ABSTRACT

Attributes Influencing the Adjustment of White Faculty at Selected Historically Black Colleges and Universities in Texas. (August 2005)

Dave Anthony Robert Louis, B.A., Morehouse College;

Ed.M., Harvard University

Chair of Advisory Committee: Dr. Christine A. Stanley

The purpose of this study was to examine the attributes that possibly influence the adjustment of white faculty at selected Historically Black Colleges and Universities (HBCUs) in Texas. The results of this study may contribute to a research area that has not been thoroughly examined. The main objective of the study was to examine white faculty adjustment to their employment at an HBCU with respect to their interactions with the black student body, black faculty peers, black administrators, family and friends, commitment to HBCU missions, academic rank, tenure, age, and gender. The study was based on the perceptions and viewpoints of the white faculty members at four (4) HBCUs in Texas; three (3) small private liberal arts colleges and one (1) larger public university.

A review of the literature indicated that little research has been conducted on the experiences of white faculty at HBCU, although white faculty members have been an integral part of the inception and evolution of these institutions.

Interest in diversity within American higher education has grown in the past two decades and HBCUs have always been on the cutting edge of the practice of diversity. However, these institutions have been left out of the general discourse concerning diversity in American higher education. White faculty members can attest to the diversity, as well as to the pressures within the ivory walls of HBCUs.

The findings of this study indicated that no category of white faculty attained an adjustment score that reflected a positive level of adjustment to the HBCU environment. The perceived attitudes of white faculty members' parents proved to be more influential among the individual attributes than any other category. This inferred that parent attitudes more than any other attribute affected white faculty at HBCUs.

The results from this current study may provide the foundation for new research with respect to white faculty at HBCUs. Suggestions for revisions were offered, including suggestions for further research with respect to minority-classified groups at various institutions of higher education. The results may possibly add to the discourse on multiculturalism and diversity in American higher education.

DEDICATION

This degree is dedicated to my loving, and supportive family:

My wife, Sarah Louis and my daughter, Gabrielle Louis

My parents, Selwyn and Lenora Louis in Trinidad, West Indies.

My brother Richard Louis

My grandparents Stephen Louis, Drucilla Louis and Sheila Hosten

My aunt Daphne Johnson and her family, Glen, Gregory and Jason

The Louis' and Hosten's

Certant omnes sed non omnibus palma

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To the members of my committee, I am extremely grateful and appreciative for your time, energy, and assistance in the completion of this study. It was a pleasure and honor to work with each of you. Dr. Christine Stanley: you constantly championed my endeavors. You always desired and demanded the best for, and of, me. You gave me guidance and courage. Dr. Stephen Stark: your straightforward manner towards research is a breath of fresh air. Your tutelage was essential to the development of this study. Dr. Norvella Carter: you are invaluable. Your knowledge of the black experience in education has been priceless and paved the way for this study. Dr. Homer Tolson: you are undoubtedly a saint. Your patience during the study and working with me tirelessly will be forever remembered and cherished.

Special mention must be made of the Morehouse College Men who have encouraged me throughout the years, not just academically but mentally and psychologically: Eddie Gaffney ’70: my inspiration and professor of psychology at Morehouse College and Charles V. Willie ’48: my mentor and professor of education at Harvard University.

My brothers of Omega Psi Phi Fraternity: you all have been the wind in my sail during this arduous journey since my embarkation to the United States. Your friendship will eternally be essential to my soul.

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CHAPTER I

INTRODUCTION

The face of higher education in America is ever changing, even at the Ivy League institutions (Roach, 1999), with respect to both student and faculty demographics (Jewell, 2002). Higher education in America also has not been a stable and accepting environment for blacks (Bowles and DeCosta, 1971). However, the Historically Black College and University (HBCU) continues to be a symbol of the perseverance of African-Americans (Roebuck and Murty, 1993; Willie and Edmonds, 1978) even in light of the demise of some of its most historic institutions (June, 2003). Whites have always had a place at the black college. One group which stands out as a result of its interaction with the black student population and black community is the white faculty member (Allen and Jewell, 2002; Foster, 2001; Roebuck and Murty, 1993; Slater, 1993).

The history of blacks in America since their arrival to the Virginia colony in 1619 has been fraught with violence, disdain, dehumanization, slavery and many other atrocities (Berlin, 2000). However, this group has never relinquished the hope of becoming an equal, respected and vital segment of the American society. The establishment of institutions of higher education is a prime example

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The style and format for this dissertation will follow that of the *Journal of Educational Research*.

of this endeavor (Brown, Donahoo and Bertrand, 2001; Willie and Edmonds, 1978). The first HBCUs were founded before the Emancipation Proclamation Act of 1862; the oldest HBCU on record is Cheyney University in Pennsylvania, which was founded as the Institute for Colored Youth in 1837 (Roebuck and Murty, 1993). Since then, over one hundred (100) HBCUs have been founded and exist to this day (Foster, Guyden and Miller, 1999; Roebuck and Murty, 1993). HBCUs are diverse in their institutional composition: they range from private two-year institutions to private and public four-year institutions to Morrill Act institutions (Foster, Guyden and Miller, 1999; Garibaldi, 1984; Roebuck and Murty, 1993).

HBCUs continue to be significant in the education of blacks in America. These colleges make up three percent (3%) of all colleges and universities, graduate twenty-eight percent (28%) of all blacks with a bachelor's degree and enroll twenty-six percent (26%) of all blacks in college (US Department of Education, 1996).

Many researchers agree that the development of black higher education can be illustrated in four (4) phases (Anderson, 1990; Bowles and DeCosta, 1971). The first phase was from 1865 to 1880's, which encompassed the Civil War to the end of Reconstruction. The second phase was from the 1890's to 1928, which included both the Second Morrill Act and the 1896 ruling of *Plessy v. Ferguson*. The third phase ranged from 1930 to 1954. During this third phase, black institutions became solidified as a result of attaining recognition by

accrediting boards and increased enrollment due to the GI Bill. The fourth and final phase in the development of black higher education is from the *Brown v. Board of Education (1954)* case to the present time. These phases are significant with respect to the presence of white faculty at these black campuses (Anderson, 1990; Bowles and DeCosta, 1971).

HBCUs have endured countless changes in their function, mission, curriculum, faculty and student composition (Allen and Jewell, 2002; Lucas, 1996; Roebuck and Murty, 1993). Whites have been a part of the HBCU experience as benefactors, trustees, presidents, mid-management administrators and faculty (Foner, 2002; Foster, Guyden and Miller, 1999). White faculty, however, have always been a fascinating element at HBCUs and they have always possessed unique challenges (Foster, 2001; Anderson, 1990). These challenges are a result of the white faculty's more intimate interactions with black students, black faculty and black administrators (Roebuck and Murty, 1993; Smith and Borgestedt, 1985). However, not much research has been conducted on the experiences of the white professors. More so, the bulk of the research revolves around student perceptions of the white faculty rather than the exploration of white faculty members' self-reported experiences. Warnat's (1976) research was significant in assessing student perception of white faculty at HBCUs. The results of that study are utilized to this day. From his research, four (4) typologies emerged from the amalgamation of the attitudes of blacks towards white faculty on the HBCU campus (Warnat, 1976). The first typology is "The

Moron" - an incompetent professor who could not secure a position at a Predominantly White Institution (PWI). The second typology is the "The Martyr" – a white professor who works on a black campus to compensate for racial guilt. The third typology is "The Messiah" - the white professor who tries to save black students and show them a better way. Finally, the "Marginal Man" is the professor who can be referred to as an outsider and does not become part of the larger campus community. In contrast, some researchers claim that HBCUs and their black constituents have been very receptive, positive and hospitable towards white faculty (Hemmons, 1982).

Regardless of these negative perceptions, white faculty have an intricate time adjusting to their role as a minority in a predominantly black environment and adjusting to the reactions of their white colleagues at PWIs, white friends and family (Foster, 2001; Smith and Borgstedt, 1985). The experience of this subgroup of the HBCU is not widely examined (Foster, Guyden and Miller, 1999; Smith and Borgstedt, 1985) even though in 1995, twenty-five percent (25%) of all faculty employed at HBCUs were white (News and Views, 1998). Today, at some campuses over eighty percent (80%) of the professoriate is white (Foster, 2001). The experience of black professors at Predominantly White Institutions (PWIs) has been, and continues to be, heavily researched even though black professors comprise approximately four percent (4%) of the professoriate at the top ranked research universities and six percent (6%) nationwide (News and Views, 2002).

In contrast, however, black faculty at white campuses may be more accepted and adjusted than their white counterparts on black campuses (Smith and Borgstedt, 1985). Smith and Borgstedt (1985) posit that differences in experiences of the two groups, black faculty on PWI campuses and white faculty of HBCU campuses, are based on the following:

1. black resentment of the white power structure and presence at an HBCU
2. black faculty awareness of racial segregation and past derogations
3. a sense of proprietorship among blacks at HBCUs
4. guilt of white professors based on historical atrocities afflicted upon blacks by Whites and their aspiration to atone for these occurrences
5. differences in the implementation of affirmative action on black and white campuses.

These factors are generally non-existent at a Predominantly White Institution (PWI), or manifest themselves in manners which do not adversely affect white faculty (Smith and Borgstedt, 1985). Thus, a study such as this one which examines the experience of white faculty at HBCUs is vital and can contribute to an under-researched area and add to the discourse on diversity.

Statement of the Problem

Nationally, twenty-five percent (25%) of all faculty at HBCUs are white (News and Views, 1998). This is a very significant subgroup of the HBCU and has impacted upon the culture and history of the institutions (Foster, 2001). Whites are categorized as the dominant group in society and possess particular social privileges. However, when these individuals are employed at an HBCU, they take on a minority-status of which they are unaccustomed. Often this results in the development of uncomfortable and uncommon environments for white faculty at HBCUs, similar to the environments that black faculty members endure at Predominantly White Institutions (PWIs) (Roach, 1999). The attributes that possibly influence the adjustment of white faculty at selected HBCUs in Texas will be examined in this study.

Specific attributes that influence the adjustment of white faculty at an HBCU in Texas will be identified in the study. Possible differences in adjustment with respect to academic rank, tenure, age, gender and attitude of parents and friends towards minorities will be determined by this study. The manner in which white faculty members perceive and interact with the black student population and the black faculty and administration is also addressed in the study (Smith and Borgstedt, 1985).

Examined in the study is the manner in which external attributes may affect white faculty adaptation to the environment as a minority, as opposed to their membership to the greater dominant culture (Foster, Guyden and Miller,

1999). An examination of attributes such as white faculty interaction with black students, black faculty peers, and black administration is pertinent to understanding their adjustment. Personal factors such as perceptions and attitudes of their parents and friends' towards minorities and professional attainment are also seemingly pertinent factors to white faculty adjustment at an HBCU (Smith and Borgstedt, 1985).

Purpose of the Study

The purpose of this study is to examine the attributes that may influence the adjustment of white faculty at selected HBCUs in Texas. The results of the study may contribute to a research area that has not been thoroughly examined, specifically with respect to the white faculty experiences at HBCUs from the faculty members' perspective. The main objective of the study was to examine white faculty adjustment to their environment at an HBCU in relation to their interactions with the black student body, black faculty peers, and black administrators. Attributes outside of the HBCUs environment that may affect adjustment was also examined in the study. Attributes such as white faculty commitment to an HBCU's mission, attitude of parents and friends towards minorities, academic rank, age, and gender will be examined to determine if they influence adjustment. The study is based on the perceptions and viewpoints of the white faculty members.

Research Questions

The following questions were addressed by the study:

Are there differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of:

a. academic rank
b. tenure status
c. age
d. gender
e. perception of parents' attitudes towards minorities
f. perception of friends' attitudes towards minorities

Operational Definitions

Adjustment: A white faculty member's satisfaction/dissatisfaction, comfort and/or level of coping with their current employment at an HBCU. The faculty member's level of adaptation to a minority status, addressing racial differences and working closely with black peers, black administrators and black students. The process whereby white faculty modify their behavior/perception in their minority status at an HBCU, which is an altered environment from the greater society, in order to fulfill professional, psychological, and social needs and/or cope.

Adjustment Score: A score derived to indicate the level of adjustment of white faculty to their position and environment at an HBCU. The score was calculated by creating a composite score by adding the Likert value of the responses to questions 42 through 75 in Section IV of the questionnaire designed by Smith and Borgstedt (1985). This composite score was divided by thirty (34), the number of questions between 42 and 75, to yield the adjustment score. The score ranged from 1 to 5. Participants with a score of 4 and above were categorized as positively adjusted and those below were categorized as not positively adjusted.

Attributes: Elements, environment, interactions and/or relationships that directly or indirectly influence the adjustment of the white faculty member at an HBCU. The ten attributes outlined by Smith and Borgstedt (1985) are:

1. interaction barriers and negative stereotyping (stereotyping)
2. social acceptance and equality in relationships (equality)
3. personal commitment to black education (commitment)
4. strong racial identity (identity)
5. attitudes of family and friends towards minorities (family and friends)
6. career restrictions (administration)
7. comfortable with racial differences (differences)
8. openness with dealing with racial differences (openness)
9. conflicts in grading black students (grading)

10. feeling trusted by blacks and being able to trust blacks(trust)

Attribute score: Each attribute outlined by Smith and Borgstedt (1985) had an item or items that solicited information about a participant's belief about the named attribute. These responses were ranked on a Likert scale (5 = most positive response to 1 = least positive response) and a composite score was derived from the summation of the response values.

Scaled Scores: Composite scores were divided by the number of items for a particular attribute category to derive a scaled score.

Employment: The state in which an individual has been hired by an institution to perform a particular function on a half-time or full time basis, usually accompanied by a contract.

Faculty/Professor: An individual who is hired by an institution and teaches within a specific discipline and may or may not be involved in research activities. This individual may hold the title of lecturer, instructor, assistant professor, associate professor or full professor. However, this individual's main function may not be teaching, but he/she must teach at least one course at the institution.

White faculty/professors: Full time or part-time faculty members who are members of the dominant culture of the United States, who are of Anglo-Saxon and/or Western European lineage.

Black faculty/professors: Full time or part-time faculty members who are members of the sub-dominant culture of the United States, who are of African lineage.

Dominant culture: People of the United States who are of Anglo-Saxon and/or Western European lineage. This group possesses the major cultural influence, economic power, and has developed and perpetuated the governmental and social structure of the nation, inclusive of mores, language, privilege, values and folkways (Gollnick and Chinn, 1998).

Subdominant culture: “Minorities” or “microcultures” who are groups generally not of Anglo-Saxon and/or Western European lineage. These groups exist within the context and governance of the larger dominant culture in the United States (Gollnick and Chinn, 1998).

Historically Black Colleges and Universities (HBCUs): Historically Black Colleges and Universities (HBCUs) are institutions established prior to 1964,

whose principal mission was, and is generally, the education of African-Americans and individuals of African descent.

Parents: The individuals whose primary purpose is the caretaking of the participant's everyday social and familial needs of the individual as a minor and possibly beyond. These people may be the biological parents of the participant or served as the parents. These individuals may be grand-parents, and/or family who may have raised the individual, adopted parents, step-parents or foster parents.

Friend: Individuals who are attached to white faculty members in a social manner rather than solely professional.

Assumptions Underlying the Study

1. The white faculty members responded to the questionnaire honestly and as such accurately measure the perception of their interactions with a black student body, and faculty and administrators.
2. The questionnaire accurately measured the perceptions of white faculty concerns, experiences and satisfaction at an HBCU.

3. There is no differentiation in adjustment score of the participants of the first, second and third mailing as a result of the differentiation of time of response.

Limitations

1. The study is limited to white faculty members at selected HBCUs in Texas. No generalizations can be drawn from this study regarding other groups or faculty members from other HBCUs.
2. This study was based upon the perceptions of white faculty members and results may be skewed to the degree that the individual's perception of their adjustment and relationships may not be completely accurate. There may also be a degree of hesitancy on the part of white faculty members in reporting personal feelings related to working at an HBCU.
3. Perception can vary from day-to-day and from incident-to-incident and thus the level of perceived adjustment and amiability of relationship with others at the time might impact the results of the study.

Significance of the Study

White faculty at HBCUs possess unique challenges and experiences (Foster, 2001; Foster, Guyden and Miller, 1999). These challenges result from a

generally uncommon interaction with black students, black colleagues and black administrators as superiors (Foster, 2001; Roebuck and Murty, 1993; Smith and Borgstedt, 1985). The black-white/dominant-subdominant dynamic (Gollnick and Chinn, 1998) becomes a factor in the aforementioned relationships and work environment (Smith and Borgstedt, 1985). The experiences of these individuals are not widely researched (Foster, Guyden and Miller, 1999; Smith and Borgstedt, 1985). The information gathered through this study attempted to shed light on an under-researched area of higher education and also delved into issues of multicultural interactions in the twenty-first century since the court rulings of 1996 and 2003 respectively *Hopwood v. State of Texas* and *Grutter v. Bollinger*. The study attempted to contribute to the dialogue concerning faculty diversity in higher education in the United States from the perspective of white faculty at selected HBCUs in Texas. Understanding the process of adjustment of white professors at an HBCU may assist in the inception and design of professional development programs that will address the issues that face white faculty at HBCUs and also create a deeper understanding between all parties involved at any given HBCU campus.

Contents of the Dissertation

The organization of the dissertation comprises five chapters. Chapter I includes the introduction to the study, statement of the problem, statement of the

purpose with research questions, operational definitions, assumptions and limitations.

A review of the literature and current research on the white faculty experience at HBCUs and the history of HBCUs as a backdrop for understanding the climate in which the faculty exist are provided in Chapter II. The methodology and procedures followed in the study is discussed in Chapter III. Chapter IV contains the analysis of the data collected. Chapter V consists of the summary of the results and recommendations for the revision and improvement of the instrument and recommendations for further research addressing white faculty at HBCUs.

CHAPTER II

REVIEW OF THE LITERATURE

The establishment of the Historically Black Colleges and Universities (HBCUs) is a crucial example of the black community's endeavor to legitimize and equalize their place in American society (Brown, Donahoo and Bertrand, 2001; Willie and Edmonds., 1978). These institutions also possess very arduous histories, and white faculty in some capacity, have always been present. One position which stands out from others because of their interaction and constant contact with the black student population and community is the white faculty member (Allen and Jewell, 2002; Foster, 2001; Roebuck and Murty, 1993; Slater, 1993). The manner in which white faculty members survive or cope with their immersion into the black college community is completely different than that of the philanthropist, president, trustee or administrator (Decker, 1955; Slater, 1993). For these professors, the contact zone becomes not just a place where age and gender converge, but one in which races and cultures collide. Races that have historically been pitted against each other, socially and politically, struggle to find a common ground and a mutual manner of communication so as to fulfill the purpose of the institution of education. This contact zone as coined by Mary Louise Pratt (cited in Bartholomae and Petrosky, 1996) is defined as social spaces where cultures meet, clash and grapple with each other… in contexts of highly asymmetrical relations of power (p.530).

Pratt (cited in Bartholomae and Petrosky, 1996) also posits that it is these seemingly polarized environments that can profoundly develop greater cross-cultural communication and awareness. However, the white professor's adjustment to an HBCU environment can result in experiences such as isolation, frustration, guilt, naïveté, embarrassment, vulnerability, stereotyping and even racism (Foster, Guyden and Miller, 1999). These feelings coupled with the newly acquired knowledge of minority status affects the adjustment of white faculty member at HBCUs (Foster, Guyden and Miller, 1999).

Race, Slavery and Education

Race undoubtedly has been a defining and divisive tool in American culture and history; it has impacted every segment of the society (Schaefer, 2004; Takaki, 1994; West, 1994). America's historical and cultural heritage includes unresolved excess of early racial quandaries. The foremost racial issues confronting the United States in its early history were the European transplants' subjugation of the indigenous nations and their perpetuation of the African slave trade (Schaefer, 2004). Today, in the twenty-first century, the tug of war of race dons a different face. The unresolved excesses manifest themselves in manners such as poverty, unemployment, violence, health, and education (Gates and West, 1996; West, 1994).

Higher education, like all aspects of education in the United States, has been shaped by various incidents surrounding race ranging from blatantly unfair

admission practices to the development of institutions specifically for blacks, later to be known as Historically Black Colleges and Universities (HBCUs) (Roebuck and Murty, 1993; Willie and Edmonds, 1978). Browning and Williams (1978) posit that “the development of black colleges in a sense turns on the issue of racial equality and the role of education in achieving or preventing attainment of it” (p.90). Willie (1994) refers to HBCUs as “repositories of creative dissent that help keep this nation free… by insisting that every person who wants to learn ought to have the opportunity to learn” (p.155). Interestingly, but not coincidentally, it is these educational entities that have produced the leaders, and a more educationally equipped black population, who have been able to make strides towards equality and equity for their community in the United States (Allen and Jewell, 1995; Foster, 2001; Nettles and Perna, 1997).

However, to fully comprehend the development of HBCUs and its constituents, especially white faculty, one must first possess a basic understanding of the African slave trade within U.S. history. One must grasp the circumstances surrounding the arrival and survival of blacks and the socio-political climates of the nation (Allen and Jewell, 2002; Davis, 1998). Dr. John Henrick Clark, author and historian who helped initiate the study of African-American history and culture in American schools, explains the magnitude of the slave trade as quoted on *Juneteenth: A Worldwide Celebration* (1997),

> Nowhere in the annals of history has a people experienced such a long and traumatic ordeal as the African during the Atlantic slave trade. Over the nearly four centuries of the slave – which continued until the end of the [American] Civil War – millions of African men, women and children were savagely torn from their homeland, herded onto ships, and dispersed all over the so called New World. Although there is no way to compute exactly how many people perished it has been estimated that between thirty and sixty million Africans were subjected to this horrendous triangular trade system and that only one third – if that – of those people survived… (www.juneteenth.com)

Since the Africans' unsolicited arrival to Jamestown, a Virginia colony, in 1619 their experience has been fraught with violence, disdain, dehumanization and many other atrocities (Berlin, 2000). However, throughout their four hundred years in America, many examples of this population's strengths have shone through despite their social mire. One of the most visible illustrations of their perseverance is the establishment of educational institutions, many of which were founded before President Abraham Lincoln's Emancipation Proclamation in 1862 (Allen and Jewell, 2002; Roebuck and Murty, 1993; Willie and Edmonds, 1978). However, the largest portion of colleges and universities for blacks were

established during the first thirty years following the Civil War (Foster, 2001; Lucas, 1996).

The African community in America, as a whole, believed that even the most deprived and unfortunate people could overcome social obstacles and evolve into respected self-reliant citizens via hard work and education (Franklin, 1992; Hochschild, 1995). Jewell (2002) states:

> … African-Americans placed an uncompromising faith in the power of education, viewing it as a means of protecting their claim to freedom as well as ensuring social mobility. (p.9)

Education, however, was the forbidden fruit for blacks at that period of time. Every state that utilized slavery enacted legislature that prohibited black literacy which inevitably kept blacks within a subordinate stratum (Franklin, 1992). Many blacks ignored, very inconspicuously, the country's want for their continued ignorance. They craved education and enlightenment (Allen and Jewell, 2002). Many learned to read under the light of candles in basements of churches or nooks in houses, possessing the knowledge that their lives were endangered because of their educational thirst (Jones, 1967).

Birth and Development of the HBCU

In addition to the African Slave Trade, the development of HBCUs is necessary for understanding the nature of these institutions and the role of white faculty. The growth of black institutions of higher education can be broadly categorized into four stages (Anderson, 1990; Bowles and DeCosta, 1971; Holmes, 1934). The initial phase encompassed the end of the American Civil War to the end of Reconstruction, ranging from approximately 1865 to the late 1880's. However, prior to 1865, three black institutions existed; coincidentally they all were located above the Mason-Dixon Line. The three institutions were the Institute for Colored Youth and Ashmun Institute both located in Pennsylvania and Wilberforce University in Ohio. The two Pennsylvania institutions were later named Cheyney University and Lincoln University respectively (Jewell, 2002). The vast majority of these pre- and post-1865 institutions offered remedial instruction in conjunction with collegiate courses. This occurred primarily because the students admitted were unprepared for college instruction: products of the anti-literacy laws (Carter and Wilson, 1997; Jewell, 2002).

It was during this first phase that freedmen's societies, including the Freedmen's Bureau, northern churches and various black church denominations became dynamic with respect to the establishment or support of these neophytic black colleges. Anderson (1990) categorizes the contributions as Missionary philanthropy of white societies, Negro philanthropy of the black religious

organizations and Industrial philanthropy of the large corporations. The major white organizations credited for the support of the black institutions were the Freedmen's Aid Society of the Methodist Episcopal Church, the American Baptist Home Mission Society, the American Missionary Association, and the Presbyterian Board of Missions. The black organizations that were assisting the colleges were the African Methodist Episcopal Church (AME), Colored Methodist Episcopal Church (CME), the African Methodist Episcopal Zion Church, and the black Baptist Church (Brown, 1999; Slater, 1993).

Private philanthropists also funded these black institutions. The first HBCU was founded by a single private philanthropist, rather than an organization. The Institute for Colored Youth in Pennsylvania, founded in 1837, was totally funded by a Quaker philanthropist, Richard Humphries (Cheyney University, 2004). Similar stories are scattered throughout the South with respect to the establishment of the black colleges, although it was more popular for organizations such as churches or foundations to take the initiative (Foster, 2001). Slater (1993) states:

> While African Americans were the driving force behind the establishment of some of the earliest black colleges… many white-dominated religious organizations established black colleges in the South… white philanthropists such as Samuel P. Chase, Mathias W. Baldwin, Levi Coffin and Henry Ward Beecher also played a

> large role in establishing many private black colleges, and their support for building funds and general operating expenses was essential in keeping the black institutions afloat in the early years. (p.67)

The white faculty that were part of the fabric of these new institutions were clergy and missionaries, whom, as Browning and Williams (1978) explained,

> …tended to mix social, economic, and religious ideas in their dedication to the task of uplifting the freed men and women… They were in agreement that someone needed to demonstrate that former slaves could be remade into the ideal of a Yankee, Calvinist, American citizen. Their common goals were to save souls, educate minds… and prepare freed men and women for their responsibilities as new citizens of the South. (p.69)

The administration of these early schools consisted predominantly of clergy and missionaries. The aspiration of many of these individuals and their respective organizations was to train black teachers and create self-sufficiency of the institutions (Cross-Brazzell, 1992; Holmes, 1934). However one must also

be cognizant that these white missionaries were in the minority with respect to their belief that blacks should be educated.

Many whites were of the opinion that blacks did not possess the ability to be educated and viewed them as inferior and as a result many organizations and societies did not support the development of these institutions (Lucas, 1996). Bebbet Puryear, under the pseudonym “Civis” in 1877, explained the attitude of many Whites. They vehemently opposed education for blacks because they viewed such policy as cruelty. Many whites believed that blacks did not possess the mental capacity to become educated. Policy granting education would instill in the minds of blacks the idea of being equal to Whites and attaining the same academic and social levels and to the Whites this was giving blacks a false sense of hope and self. (Rudolph and Thelin, 1994).

By the end of Reconstruction, the number of black teachers had exceeded white teachers as the result of the aforementioned avid push towards the training of black teachers (Guy-Sheftall and Stewart, 1981; Davis, 1979; Holmes, 1934). Coincidentally, at this moment, funding for black colleges began to decrease. It was also during this time that the differences in the motives of the white missionaries and the black philanthropists began to show. The northern white missionary organizations did not want an excess of black faculty or black administrators (Anderson, 1990).

The second phase spanned from 1880 to 1928. The famous court decision in 1896 of *Plessy v. Ferguson*, which established the separate but

equal belief system, was one of the main elements that resulted in the decline of black education; not only in higher education but in all areas of public education (Hill, 1982). Many of the southern states, where the majority of HBCUs are located, upheld that there were to be no race-mixing, especially in an educational setting. At that time, many of the missionary faculty enrolled their children in courses at the colleges. This was for the most part discontinued as a result of state and city laws that prohibited integrated classrooms (Jewell, 2002; Klarman, 2003; McPherson, 1975).

The nation's racial disposition fostered a closed, segregated system of black education. This environment crippled many black colleges because the bulk of their professoriate was still white. There were still not enough black human resources to furnish these colleges on the faculty or administrative levels. The Second Morrill Act in 1890 was, however, one of the saving graces for Historically black institutions. It provided funds that allowed many of the colleges to continue their functions as secondary, normal, and industrial schools (Foster, Guyden and Miller, 1999).

During this second phase the debate on the type of curriculum that ought to be adopted at black colleges was initiated (Anderson, 1990). Many of the white northern missions began to support the Tuskeegee/Hampton industrial education model for black colleges in the hope of rebuilding the southern economy. Thus by the 1920's the industrial philanthropists began to fund colleges that adopted this model. As previously mentioned, this model also

assisted in developing black teacher education since these colleges had a threefold purpose (Anderson, 1990).

Two black theorists stood at the helm of the curriculum debate; Booker T. Washington and W.E.B. DuBois. Booker T. Washington, Hampton Institute alumnus and founder of the Tuskegee Institute believed that it was within the agricultural, industrial and vocational sector that blacks would find their niche in the American matrix and HBCUs should adopt an agricultural intensive curriculum (Roebuck and Murty, 1993). Brown, Donahoo and Bertrand (2001) summarize Washington's attitudes:

> He [Washington] argued that it was in the best interest of freed people to accept the manual labor employment and roles available to succeed in these positions, and thus prove themselves worthy of better treatment and opportunities. (p.558)

W.E.B. DuBois, a Fisk University graduate and a founder of the National Association for the Advancement of Colored People (NAACP), espoused that a liberal arts curriculum fostered the development of the mind which prompted political and social pursuits that would eventually empower blacks. DuBois did not entirely oppose agricultural and industrial education. He did not support the notion that it should be the primary emphasis of a college education. He believed that true social freedom would only come with intellectual attainment

and that it was, for the most part, the liberal arts which supplied the necessary tools. He did, however, denounced Washington's suppositions. Roebuck and Murty (1993) states:

> [DuBois] was a harsh critic of Washington's silent submission to civic inferiority, proclaiming that it was the duty of African-American leadership to oppose all the apologies for injustice and abridgement of black civil rights. (p.31)

It was these works, coupled with those of Carter G. Woodson, Mary Church Terrell, Ida Wells Barnett, Zora Neal Hurston, James Weldon Johnson and Paul Laurence Dunbar that set the stage for blacks to claim the destinies of their intellectuality and their institutions of higher education. Many institutions began to infuse into their curriculum courses addressing and exploring African and African-American history and culture (Anderson, 1990; Mc Pherson, 1975; Roebuck and Murty, 1993)

Social activism was a trademark of the third phase of the development of HBCUs. After World War I, blacks began to take greater control of their institutions as the number of educated blacks grew and sought positions of influence at HBCUs (Foster, Guyden and Miller, 1999). The faculty grew with respect to black members, but still always present were significant numbers of whites. However, it is during this time leading up to the *Brown v. Board of*

Education decision of 1954 that the black colleges shed their secondary school mission and attempted to acquire their recognition as equals in higher education. Acquiring accreditation became the main vehicle for this recognition and acceptance (Anderson, 1990; Hill, 1982; Roebuck and Murty, 1993). It was also during this time that the GI Bill allowed many blacks to attend college after World War II. This resulted in the increased number of black faculty which impacted the atmosphere of the HBCUs and assisted in the growth of blacks within the management ranks at the colleges (Bowles and DeCosta, 1971).

The fourth phase began in 1954 with the *Brown v. Board of Education* ruling that legally, but not precisely, dispelled the separate but equal philosophy. This was further enhanced by the Higher Education Act of 1965 (Cottrol, Diamond and Ware, 2003; Foster, Guyden and Miller, 1999; Patterson, 2002; Roebuck and Murty, 1993). The Higher Education Act of 1965 allowed for the development of Title III which was created to assist and strengthen developing institutions. Many HBCUs were categorized as developing institutions. Many institutions utilized these funds for the enhancement of their curriculum, student leadership programs, internships and infrastructure.

Within this fourth phase, there was more social movement and activism than the previous phases. This occurred as the black student population rose on predominantly white campuses and advocated for black contributions to be incorporated into the curriculum. This push was reflected in the development of black Studies programs nationwide. Simultaneously, the HBCUs played a

tremendous role in catalyzing social change. At HBCUs, the struggle came in the form of participation in the Civil Rights Movement, which was a greater societal issue that these students decided to undertake (Foster, Guyden and Miller 1999; Roebuck and Murty, 1993).

During the 1970's, the struggle of HBCUs was taken from marching and protests on the streets to the courts and legislature. Presidents Reagan and Bush both enacted plans that have hindered the development of HBCUs. Hence, many presidents were very skeptical of the changes that have occurred especially during the 1990's (Altbach, Berdahl and Gumport, 1999; Roebuck and Murty, 1993). But it was also during that time period from the black Power Movement through the 1980s, that the character of HBCUs, as it is known today, was spawned.

The aforementioned timeline of the history of HBCUs can also be paralleled with the social dynamics of the larger American society (Anderson, 1990). White faculty have been not only present throughout the history but have been subject to the changes that took place. Their roles and their experiences have also altered. Early white faculty were in many ways, the powers that dictated the environment of the colleges and the students' education. Today, white faculty are, for the most part, the minority not only in numbers but with respect to power. Thus the adjustment to the HBCU environment is different since the white individuals now experience what can be coined minority status (Roebuck and Murty, 1993).

White Faculty at HBCUs

The degree of influence of that white faculty had and continues to have at HBCUs is important to the continued research of these institutions and their history and future. The mere numbers call for an understanding of the impact and influence that white faculty had at these institutions. White faculty consists of twenty-five (25%) of all faculty members at HBCUs (News and Views, 1998; U.S. Department of Education, 1996). In contrast, black professors make up approximately four percent (4%) at the top ranked predominantly white research universities and six percent (6%) nationwide (News and Views, 2002). Historically black Colleges and Universities such as Xavier University in Louisiana possess a forty percent (40%) white faculty membership. This is also the case at Shaw University in North Carolina and Lincoln University in Missouri (Foster, 2001). At Bethune-Cookman College in Florida, approximately half of the one hundred and seventeen (117) member faculty is non-black (Slater, 1993).

At many HBCUs, whites have become the majority of the faculty population (Foster, 2001). In some instances, almost the entire faculty is comprised of white members. Bluefield State College and West Virginia State University have ninety-two percent (92%) and eighty percent (80%) white faculty respectively (Foster, 2001). Winfield and Manning (1992) posit that the growth of the white faculty population at HBCUs diminishes an effective learning and nurturing environment for black students attending these institutions. Yet, one of

the defining qualities of HBCUs is that their students continue to view their institutions as concerned and caring communities (Foster, 2001).

Many argue that the presence of white faculty has changed the direction of several HBCUs. Willie and Edmonds (1978) state that the central mission of the black college, from its inception, was to mold socio-economically and academically disadvantaged black youth into productive members of society. Whereas, Pettigrew (1971) espoused that the mission of the black college was to produce an articulate black middle class and house agents of social change. Foster (2001) believed that the growth of the white faculty has resulted in several HBCUs making concerted efforts to remain faithful to the educational enhancement of their black constituents while balancing diversity. Thus, one of the main concerns facing HBCUs is one of definition and identity. Diversity itself has even posed a hurdle for HBCUs. The various new mandates that promote diversity at HBCUs have resulted in the changing of the profile of the student body and faculty. Foster (2001) states,

> …that many observers see a deliberate plan in place to reduce the "Blackness" of many HBCU institutions, a chain of events can be described that appear systematic in nature. (p. 620)

The identity of HBCUs and their mission and vision will become one of the main issues that will continue to follow these institutions into the twenty-first

century. White faculty will very likely be affected by the eminent identity redefinition of HBCUs. The role and place of white faculty will have to evolve to survive, quite similarly as their roles have evolved over the history of HBCUs. However, this white faculty role must continue to reaffirm the purpose of education for blacks by blacks (Foster, 2001). These evolutions of white faculty role and the mission of the black colleges have ensued within the halls of HBCUs since their inception (Foster, 2001; Roebuck and Murty, 1993). DuBois in 1933, (cited in Lewis, 1995) states in the NAACP's publication *The Crisis*:

> …we [blacks] have a situation which cannot be ignored… Our education is more and more not only being confined to our own schools but to a segregated public school system far below the average of the nation… If this is true, then no matter how much we may dislike the statement, the American Negro problem is and must be the center of the Negro American University. It has got to be. You are teaching Negroes. There is no use in pretending you are teaching Chinese or that you are teaching white Americans or that you are teaching citizens of the world. You are teaching American Negroes… and they are subjects of a caste system in the Republic of the United States of America… a Negro university in the United States begins with Negroes… and above all. It is founded or it should be founded on a knowledge of the history of their people in Africa and in the United States, and their present condition…. The university

> must become not simply a center of knowledge but a center of applied knowledge and guide of action. (p. 69-72)

However, all HBCUs are not alike, yet their missions generally are engendered in the experiences of their students. Foster, Guyden and Miller (1999) states that the HBCUs ethos embraces:

> …the virtue and necessity of educating students to appreciate the richness and diversity of the human condition of which they are unique… to acknowledge differing ways of knowing and contributing to the flow of societal and human history through connections and authentic learning and living. (p.190)

The challenge of white faculty at HBCUs is to remain committed to this ethos. The white professors have their own internal challenges as well, which may override that of the HBCU mission. This change entails survival as a minority (Foster, Guyden and Miller, 1999).

Research Addressing White Faculty at HBCUs

Although whites have played a pivotal role in the histories of HBCU's, very little research had been conducted with respect to their experiences.

Foster, Guyden and Miller (1999) in *Affirmed Action* state clearly the dilemma of research addressing the white faculty experience at HBCUs.

> The literature in higher education is replete with research about the experiences of black faculty in majority educational institutions… Although white faculty have been a part of the historically black higher education experience from its inception, little has been written about their experiences over time. (p.1)

Roebuck and Murty (1993) also echoed the attitude that there is a lack of research with respect to this significant population. Most of the research with respect to white faculty at HBCUs surrounds the perception of others, i.e. students and peers, of the white faculty rather than reports from the white faculty themselves. One of the most popular studies of white faculty was conducted by Warnat (1976), who addressed the black student and black faculty perception of white faculty. Warnat developed four typologies from his findings into which each white member could be generally classified – the Moron, the Martyr, the Messiah and the Marginal Man.

The first category delineated by Warnat (1976) is the Moron. This professor is perceived as inept and is believed to be incapable of securing a position at a predominantly white institution and thus the HBCU was his/her only alternative. The second is the Martyr. This professor teaches at an HBCU in an

attempt to recompense personal racial guilt and for the general white population. This type usually does not complain about any situation. This individual also believes and commits to working with the perceived subjugated black community. The Messiah is the professor who feels superior to blacks, specifically the students, and hopes to save them from social, intellectual and spiritual damnation. The Messiah aspires to show unknowing black people an enlightened way. Professors within this category usually find themselves in conflict with their black faculty peers and usually foster a relationship devoid of trust with the student body.

The fourth and final typology is the Marginal Man. This individual is a dichotomy between community member and foreigner. As a community member he/she usually holds divergent ideas and ideals than his/her black counterparts. As such, this professor is not accepted by the black faculty. The Marginal Man usually strives for acceptance and attempts to bridge the gap between blacks and whites. Many times this individual is a loner on the campus and attends to his or her own agenda.

Prior to Warnat, Thompson (1978) described four (4) archetypes of white faculty at HBCUs as well. These were the Zealot, the Dedicated Professional, the Young Idealistic white Scholar and the Academic Reject. These were very similar in their definitions to those purported by Warnat. For example, the Zealot is an advocate for the black community in the community's journey towards equality. Usually this individual is overly enthusiastic about assisting on the

HBCU campus; especially assisting with social causes. The Dedicated Professional is one who commits himself/herself to the HBCU and attempts to do all that is possible to uplifting the institution in a professional manner. The Young Idealistic Scholar is the professor who is usually a recent graduate and believes that all institutions of higher education are the same. This person believes that being a faculty member at an HBCU should be no different than being a faculty member at a Predominantly White Institution. The Academic Reject is a white professor who cannot secure a position at a Predominantly White institution and thus settles for employment at an HBCU.

Smith and Borgstedt (1985) conducted a pivotal study of white faculty at HBCUs. It was the first research conducted that addressed the experiences and attitudes of the white professors from their perspective, rather than from that of the black students, faculty and administration. Smith and Borgstedt (1985) explored the experience of white faculty at six HBCUs. It addressed the faculty members' attitudes towards their minority status on the campus. Other topics addressed in the study were the attitude of white family and friends, career restrictions, acceptance by black student and faculty, commitment to black education, comfort level with racial and ethnic differences, and their overall satisfaction with their employment at an HBCU.

The results from the study were remarkable. Seventy-five percent (75%) of the faculty felt socially accepted by their black peers and students, while approximately one-third (33%) expressed a belief that black faculty members

possessed negative stereotypes about them. The majority of professors, however, articulated that they were committed to the goals of their respective colleges and were supportive of the college community. Approximately forty percent (40%) reported that their white friends had made disparaging remarks or comments pertaining to their employment at an HBCU and that almost a quarter (25%) of the white faculty reported family members attaching a stigma to their current employment (Smith and Borgstedt, 1985).

With regards to their work environment, the reports made by white faculty sometimes seemed contradictory. Fifty percent (50%) of the total population believed that their advancement within their institution was staggered because of their race while seventy-five percent (75%) of the participants felt socially accepted. Also, forty-four percent (40%) of the white faculty felt out of place when black issues were addressed at meetings. Many expressed negative feelings with respect to their administrators. The faculty members perceived that administrators had less respect for them and they were viewed as “hired help.” However, the authors did conclude that white faculty’s highest level of satisfaction within the HBCU environment came from their interaction with the students.

Foster, Guyden and Miller (1999) compiled essays on the experience of white faculty members at HBCUs in a book titled *Affirmed Action*. Many of the attitudes expressed were similar to the conclusions of Smith and Borgstedt (1985). The contributing authors shared their experiences, acknowledgement of

their Whiteness and what it is like to be a minority. Many of these concepts were not even part of their mental fabric prior to being employed at an HBCU. Some faculty felt that their prior experiences were not only privileged, but socially sheltered and uninformed. Karl Henzy (cited in Foster, Guyden and Miller, 1999) a white faculty member at Morgan State University stated:

> …for the first time in my life I really felt white. I had always thought of myself generically as just a person. Of course I was simply experiencing an awareness that many of my students have to deal with their whole lives, of being in others' eyes specifically persons of a certain race. (p.17)

Not only did acknowledgement of Whiteness occur, but it allowed the authors to reflect on the black's social perspective, which they would not have contemplated in regular circumstances. In fact, it offered them the opportunity to reflect on the white population in America and the uninformed manner in which they live their lives with respect to race, inequities, community identity, discrimination and social injustice. Redinger (in Foster, Guyden and Miller, 1999), a white history professor at Bennett College, stated:

> Taken as a whole, my experiences at Bennett College were at once both very painful and incredibly enlightening… The most

> uncomfortable element of my time at the school was my immediate experience of racial prejudice. By feeling, first hand, what it is like to experience prejudice resulting from being a minority in a given population, I gained a renewed sensitivity of many of the issues with which African Americans deal on a daily basis in American society…. It was then that I realized the insular and parochial nature of the lives of many Montana students. Indeed, I realized that before I went to North Carolina [the location of Bennett College] I myself embraced such a narrow view of United States history. (p.33)

This reflection and acknowledgement of Whiteness in many instances resulted in a degree of self-remorse and self-reproach. It was also a difficult process when one's worldview and experience demonstrated a dominant and privileged position, while others within the same society are oppressed or exploited by the identical system (Tatum, 2002):

> The new awareness [Whiteness and privilege] is characterized by discomfort. The uncomfortable emotions of guilt, shame and anger are often related to a new awareness of one's personal prejudices or the prejudices within one's family. (p.97)

Fred Bales, a white journalism professor at Xavier University, which is the only Catholic HBCU, also expressed the revelation of minority status. However, it also occurred to him that his own presence was called into question with respect to the mission of the HBCU and its historical relationship with Whites (cited in Foster, Guyden and Miller, 1999):

> I was immersed for a brief moment in a scene where I was the different one. Shortly, thereafter, I read something about black people often facing an all-white world and that more whites should experience the reverse phenomenon of existing in an all-black world… Why am I at an HBCU? I certainly don't think of myself as a missionary? Do others think of me that way? (p.38)

Many white faculty members at HBCUs are ridiculed by their white counterparts at Predominantly White Institutions (Smith and Borgstedt, 1985). Professor Bales, another white faculty member at an HBCU, describes the negative attitudes of his white colleagues at PWI's. However, he addresses and copes with this situation by ignoring the negative banter. Instead, he based his decision to work at an HBCU on the considerations of personal needs and requirements over professional popularity (Foster, Guyden and Miller, 1999).

> I could take early retirement at my previous school. I felt myself growing stale in my job. I wanted to move from a flagship state university to a small liberal arts school. I wanted to move closer to my family… I wanted to stay somewhere in the southern half of the country… No other opportunity seemed to match what I wanted… Still, was there no sense of doing something out of the ordinary by coming to an HBCU? Ultimately, I think I feel a sense of fulfillment working at a place that some of my old academic friends would not consider desirable because of its racial history and racial present. (p.39)

The dichotomous relationship with black faculty peers described by Smith and Borgstedt (1985) was also present in *Affirmed Action.* White faculty's black counterparts generally embraced them collegially. Yet, at various junctures they felt alienated. Working at an HBCU led to positive relationships with black faculty. The black faculty exposed the white faculty members to media, literature, and emotional connectedness that they would not have encountered at a Predominantly White Institution. Some were not able to relate to the emotional connectedness that blacks in America had with Africa (Foster, Guyden and Miller, 1999). Bales discussed his lack of connectedness to his own genealogy and history as he observed one black professor's emotional

connection with a motion picture that featured the lives of Africans during slavery (Foster, Guyden and Miller, 1999):

> …she [the colleague] expressed anxiety over the well publicized shipboard horrors depicted in the middle passage scene. Anguished, she shook her head. I never have had – or ever will have – that degree of emotional identification with an event from my family's past or race. … the film would not have conveyed its special meaning to me had I not been at a black university and experienced the personal contact with an African-American colleague. (p.40)

Slater (1993) also cited similar remarks made by many white professors at HBCUs in his article entitled, *White Professors at Black Colleges*. He noted the experiences of a marketing professor at Bethune-Cookman College where ninety-six percent (96%) of the student population is black. The professor expressed that he did not feel that he was treated differently at the HBCU. Slater (1993) also discussed a white faculty member at Lincoln University in Pennsylvania, a graduate of St. Olaf in Minnesota and Yale, who taught at the HBCU for fourteen years. This white professor expressed that there is general acceptance from the students he taught at an HBCU.

> By and large, most students are very receptive. After a while, you almost forget that fact that you are different. Most students see you as an individual with your own characteristics, and the issue of race becomes secondary. (p.70)

Slater (1993) concluded that white faculty members are generally deeply committed to the advancement of blacks. He posits that it is the commitment of the white faculty coupled with the dedication of the black faculty that fosters a nurturing environment for black students.

HBCUs, White Faculty and Future Research

HBCUs have evolved over the past 167 years with respect to their mission, academic offerings, power structure and population. White faculty have been an integral part of this complicated journey (Anderson, 1990; Decker, 1955; Slater, 1993). Their roles at and motivation for working at an HBCU have been as varied as the situations along the institutions' historic path (Anderson, 1990). The missions of the colleges must include an ongoing appraisal of the roles that can be played by diverse faculty, including white faculty, in providing learning environments that will prepare students, particularly black students, to meet the challenges of the future (Roebuck and Murty, 1993; Willie and Edmonds, 1978). White faculty can assist the HBCUs in promoting their tradition of inclusion and set standards for other institutions modeling diversity. However,

they have had to endure many hardships with respect to acceptance and respect (Foster, Guyden and Miller, 1999). The demographics of white faculty members at HBCUs make it crucial for research to be conducted which addresses the experiences and needs of that very large and significant community. Smith and Borgstedt (1985) states:

> Research from several disciplines suggests that a confluence of attitudes, prior experiences, and other internal and external factors influence the way an individual relates across racial lines. In a work setting, the ability of individuals from different racial groups to develop positive and functional relationships is an important aspect of their working together effectively and deriving satisfaction from their work. (p.148)

These individuals help create a learning environment for thousands of students and their experiences should be documented and analyzed: not only from the student perspective, but from the faculty perspective (Foster, Guyden and Miller, 1999). An understanding of the experiences of white faculty at HBCUs is crucial for the survival and effectiveness of the institutions, especially since they have been deemed by many as the models for diversity and international microcosms in higher education (Garibaldi, 1984). Garibaldi (1984) states, describing HBCU's diversity:

> black colleges are not monolithic…[they] reflect the diversity that is so characteristic of the United States postsecondary education system. This diversity should always be remembered when considering their past, their current conditions and their future roles in American higher education. (p.6)

Diversity is one of the major movements within higher education in the United States. (Hale and Kirwan, 2003). It is imperative that research concerning HBCUs, since there institutions are historically and currently diverse, be at the cusp of this untapped area of research. Thus, researching the attributes that affect the adjustment of such a pertinent and significant population within the HBCU is vital. This study can contribute to an area of research discourse on diversity while revamping a topic that has not been thoroughly researched in approximately twenty years. This study also examines a population that is frequently viewed as the proponents of and not the recipients of discrimination. Whites should be viewed as and be contributors to the discourse on diversity. Foster, Guyden and Miller (1999) states:

> The need to hear these voices [of white faculty at HBCUs] is particularly appropriate as this time when issues of faculty, student and institutional diversity are being challenged and threatened by

> assaults on affirmative action and other diversity initiatives in higher education institutions throughout the nation. (p.viii)

The methodology utilized in this study is explained in Chapter III and connects this research to the last published quantitative work in this research area. The instrument, its components and the manner in which the data is collected and analyzed is explained in Chapter III. An analysis of the data may indicate similarities and differences in the perspectives of current white faculty at HBCUs and those white faculty members of twenty years ago as reported by Smith and Borgstedt (1985). The results may indicate whether societal paradigm and behavioral shifts with respect to race an ethnicity, ex. group attitudes and/or changes in federal and state laws, may or may not affect the adjustment of the white faculty members at HBCUs.

CHAPTER III

METHODOLOGY

This purpose of this study was to determine the attributes that may possibly influence the adjustment of white faculty at selected HBCUs in Texas. The study spanned two semesters, spring and fall 2004 and incorporated four (4) HBCUs.

The researcher's intent was to replicate a study and utilize the questionnaire from a similar study conducted and designed by Smith and Borgstedt (1985). This instrument was utilized to determine the perceptions of the white faculty members at the HBCUs. Data were analyzed to determine which attributes possibly influenced the adjustment of white faculty at selected HBCUs in Texas and whether there are differences in adjustment with respect to academic rank, tenure, age, gender and attitudes of parents and friends of the white faculty.

Six specific questions were addressed in this study. Are there differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of :

a. academic rank
b. tenure status
c. age
d. gender
e. perception of parents' attitudes towards minorities

f. perception of friends' attitudes towards minorities

Prior to proceeding with the research, the strengths and weaknesses of gathering data via a quantitative questionnaire were considered. Some of the major concerns were (a) too few items/questions per attribute (b) sample size to variable ratio (c) the sample size may be too small and (d) inconsistencies with the original authors' (Smith and Borgstedt, 1985) calculations in their research study.

The most notable strengths that influenced the researcher's decision to utilize the questionnaire were: (a) all participants received identical questionnaires in the same fashion, (b) all participants had an opportunity to directly respond to the questions posed (c) this method was the most practical and efficient manner with respect to the physical distance of each participant and (d) the questionnaire was previously used with the same method of dissemination.

The procedures that were followed in order to accomplish the purposes of the study are presented in this chapter. Sections contained in this chapter include: (a) population, (b) instrumentation, (c) procedures and collection of data and (d) analysis of the data.

Population

The population for this study was white faculty members from four HBCUs in Texas whose academic rank ranged from part time instructor to full professor with or without tenure. The original population was one hundred and five (105), but many professors were no longer employed at the HBCUs or were incorrectly categorized as white by their institution. The final sample population was ninety-eight (98) and the entire group was mailed questionnaires. Fifty (50) participants returned the questionnaire. The response rates of the participants in the study are displayed in Table 1.

TABLE 1. Response Rate for questionnaire on "The Adjustment of White Faculty at Selected Historically Black Colleges and Universities in Texas"

	Participants	Total number of white faculty at the selected HBCUs in Texas	Percentage participants
First mailing	39	105	37
Second mailing	46	98	47
Third mailing	50	98	51

The four (4) HBCUs were selected from a group of seven (7) in the state of Texas (Table 2). Three (3) were small liberal arts private colleges offering only undergraduate degrees. The fourth institution was a university which was a larger state subsidized institution offering graduate degrees. The rationale for selection of institutions and population was to mimic as closely as possible the

research study by Smith and Borgstedt (1985) in which the authors utilized ninety-four (94) faculty members from four (4) HBCUs.

TABLE 2. Characteristics of selected HBCUs in Texas

Type	Frequency	4-year degrees offered	Graduate /professional programs	Accredited
Private	3	3	0	3
Public	1	1	1	1

Instrumentation

The researcher was granted permission by the designers of the questionnaire. The developers of the questionnaire are Susan L. Smith of Illinois State University and Kaye W. Borgstedt of South Carolina State College. The survey was developed in 1984 and was reported in an article entitled, *Factors influencing adjustment of white faculty in predominantly black colleges* in 1985.

The questionnaire was divided into five sections. The first section was used to obtain information on the personal demographics of the participants. The second section concerned information pertaining to professional life. Information about participants' present status of employment was addressed in the third section. The fourth section, which was the most extensive, was used to solicit information relating to the beliefs, feelings, and relationships with respect to the participants' current position at an HBCU. The last section included open-ended questions and other comments.

Each member of the dissertation committee was asked to review the questionnaire and give their feedback on the structure and wording of the document. All members were in agreement that utilizing the last known questionnaire addressing white faculty at HBCUs was very appropriate in light of the fact that no quantitative research had been previously conducted and/or reported in the area concerning the experiences of white faculty at HBCUs, in almost twenty (20) years.

Procedure

Cover letters (Appendix A) were mailed asking participant permission from each faculty member. Contained within the cover letter was the assurance to participants of the researcher's confidentiality. The letter also stated clearly the instructions for completing the survey. If an initial response rate was less than eighty percent (80%), the questionnaire (Appendix B) would be re-mailed to potential participants. Consent to participate in the survey was assumed by the completion of all the components of the instrument. The participants' names were not included on the questionnaire; therefore each questionnaire and transcript was assigned a unique number for tracking purposes.

Included with the cover letters were actual questionnaires and stamped, addressed envelopes for the participants to return their questionnaires. Participants were informed that the questionnaire would take approximately

thirty (30) minutes to complete. They were also given the option to request a copy of the results of the study.

The initial return rate was thirty-seven percent (37%); therefore, a follow-up mailing was warranted. One month later the questionnaires for the non-respondents were sent. Some of the faculty members were no longer at the institutions. Others responded and stated that they were not white. The final number of possible participants was ninety-eight (98). After the second mailing, the response rate was forty-seven percent (47%). After the third and final mailing, the response rate increased to fifty-one percent (51%). This percentage was under the researcher's expected response rate, but was advised by committee members that it would be sufficient for the study, although there would be limitations to generalizability.

Analysis of the Data

The results of the study were reported utilizing numerical and graphing techniques. Data collected from the questionnaire were entered into a statistical program entitled SPSS Base 12.0 for Windows (2003). A General Linear Model (GLM) Univariate Analysis of Variance was performed to indicate any differences between groups and answer the research questions. A subroutine of SPSS, Explore, was used to calculate frequencies and adjustment scores. The findings of the study were reported with the use of tables.

This was a primarily descriptive study detailing the frequency and responses of the participants. Results for the participants and each sub group were reported in numerical table presentations for frequencies, means, and F-scores.

The independent variables were (a) academic rank (b) tenure status (c) age (d) gender (e) parents' attitude of minorities and (f) friends' attitude of minorities. The dependent variables were (with SPSS nomenclature and number of items in questionnaire):

1. Stereotyping: interaction barriers and stereotyping: seven (7) items
2. Equality: social acceptance and equality in relationships: six (6) items
3. Commitment: personal commitment to black education: four (4) items
4. Racial Identity: strong self-report of racial identity: four (4) items
5. Family and Friends: perception of family and friend's attitude towards minorities: two (2) items
6. Career Restrictions: restriction based on being white: two (2) items
7. Racial differences: comfort level with addressing racial differences: one (1) item
8. Openness: openness with discussing racial differences: one (1) item
9. Grading: comfort level in grading black students: one (1) item
10. Trust: feeling trusted by blacks and being able to trust blacks: one (1) item

The adjustment score was derived to indicate the level of adjustment of white faculty to their position and environment at an HBCU. The adjustment score was calculated by creating a composite score by adding the Likert values of the responses to questions 42 through 75 in Section IV of the questionnaire designed by Smith and Borgstedt (1985). This composite score was divided by thirty (34) to yield the scaled adjustment score. The scale ranged from 1 to 5. Participants with a score of 4 and above were categorized as positively adjusted. Participants who scored below 4 were categorized as not adjusted and possessed a negative attitude towards their position at an HBCU.

An alpha level of $p < 0.05$ was used for all statistical tests.

CHAPTER IV

RESULTS

The purpose of this study was to better understand the attributes that possibly influence the adjustment scores of white faculty at selected Historically Black Colleges and Universities in Texas.

In the first section of this chapter, demographic data are presented on the participants including their gender, age, rank, and tenure status. In the second section, the data from the study were used to answer each research question with respect to the adjustment of the white faculty at the HBCUs. Other findings are also discussed in this section of the study.

The following research questions were addressed in this study:

Are there differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of:

a. academic rank
b. tenure status
c. age
d. gender
e. perception of parents' attitude towards minorities
f. perception of friends' attitude towards minorities

Demographic Data

This research was designed to determine whether there are differences in the level of adjustment for white faculty at the selected HBCUs in Texas based upon their academic rank, tenure status, age, gender, parents' attitudes towards minorities and friends' attitude towards minorities. Four (4) HBCUs were selected from the seven (7) that exist in the state. The HBCUs selected for this study were three (3) small private liberal arts colleges and one (1) larger state-operated institution. The HBCUs were all located in different cities and regions within the state and the number of white professors at the institutions ranged from five (5) to eighty (80). All institutions were fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

In order for the researcher to obtain demographic information, the participants were asked to provide data on their academic rank (instructor, lecturer, assistant professor, associate professor, full professor and other) and tenure status, age (25-44 years, 45-54 years, 55+ years), gender (male or female), and attitude of parents and friends towards minorities. A 75-item Likert scale questionnaire, divided into five sections (information about self, information about professional life, information about present job, information relation to beliefs/feelings about present job and other comments) developed by Smith and Borgstedt (1985), was used to collect the data.

The academic ranks of the white faculty are presented in Table 3. The categorization of rank was provided to indicate the job responsibility and seniority of the faculty at the HBCUs. The bulk of the participants were assistant professors, forty-two percent (42%). Associate and full professors comprised thirty-two percent (32%) of the sample population. The smallest category was lecturers/instructors/other. Within the last category, “other” are professors who teach one course but are hired by an institution for a function other than teaching. They comprised twenty-six percent (26%) of the sample population.

TABLE 3. Frequencies for academic rank of the participants at selected HBCUs in Texas

Academic Rank	Frequency	Percent
Lecturer/Instructor/Other	13	26
Assistant Professor	21	42
Associate Professor/Full Professor	16	32

A summary of the tenure status of the participants is exhibited in Table 4. The instrument solicited the current tenure status of individuals, not whether an individual was in the process of gaining tenure. The majority of participants did not possess tenure, eighty-six percent (86%). The remaining fourteen percent (14%) had tenure.

TABLE 4. Frequencies for tenure status of the participants at selected HBCUs in Texas

Tenure Status	Frequency	Percent
Tenured	7	14
Non Tenured	43	86

A summary of the age distribution of the participants is displayed in Table 5. The greater segment of the participants was at or above the age of 55 years old, forty-eight percent (48%) of the sample. There were a total of eleven (11) participants between the ages of 45 and 54 years old, which constituted twenty-two percent (22%). The youngest category ranged from 25 to 44 years old. This group constituted thirty percent (30%) of the sample population.

TABLE 5. Frequencies for age of participants at selected HBCUs in Texas

Age	Frequency	%
25-44	15	30
45-54	11	22
55+	24	48

The gender of the participants is presented in Table 6. The female participants at the four campuses totaled eighteen (18), which represented thirty-six percent (36%) of the sample. There were thirty-two (32) male participants, which accounted for sixty-four percent (64%) of the sample.

TABLE 6. Frequencies for gender of participants at selected HBCUs in Texas

Gender	Frequency	Percent
Male	32	64
Female	18	36

The participants' perception of their parents' attitude towards minorities is displayed in Table 7. Fifty-seven percent (57%) of the participants reported that their parents expressed a positive attitude towards minorities while forty-three percent (43%) reported a negative attitude.

TABLE 7. Frequencies for the perception of parents' attitude towards minorities of the participants at selected HBCUs in Texas

Parents' Attitude	Frequency	Percent
Positive	28	57
Negative	21	43

The participants' perception of their friends' attitude towards minorities is displayed in Table 8. Fifty-two percent (52%) of the participants reported that their friends expressed a positive attitude towards minorities while forty-eight percent (48%) reported a negative attitude.

TABLE 8. Frequencies for the perception of friends' attitude towards minorities of the participants at selected HBCUs in Texas

Friends' attitude	Frequency	Percent
Positive	26	52
Negative	24	48

The adjustment scores of all the categories of white faculty is displayed in Table 9.

TABLE 9. Adjustment scores of participant categories in rank order

Rank	Group	Category	Score
1	45-54	Age	3.32
2	Associate/Full Professor	Rank	3.26
3	Female	Gender	3.24
4	Friends' Positive	Friends' Attitude	3.23
5	Parents' Positive	Parents' Attitude	3.19
6	Non-Tenured	Tenure	3.19
7	55+	Age	3.17
8	Tenured	Tenure	3.16
9	Male	Gender	3.15
9	Assistant Professor	Rank	3.15
9	Lecturer/Instructor/Other	Rank	3.15
12	Parents' Negative	Parents' Attitude	3.13
12	Friends' Negative	Friends' Attitude	3.13
13	25-44	Age	3.10

Findings for Research Question One

Research Question One: Are there differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of academic rank?

The American higher education system generally has four levels in their academic or professoriate ranking. They are, from the lowest to highest rank, the lecturer/instructor, assistant professor, associate professor and full professor. The lecturer/instructor rank is normally held by individuals who have not been awarded a terminal degree in their field. However, they have demonstrated promise of teaching excellence and/or scholarly and/or effective service to the institution. These individuals are generally anticipating the completion of their terminal degree requirements. Lecturers/instructors hold one-year appointments at the institutions that can, but do not necessarily, have to be renewed; thus job security is a serious issue with these professors.

The assistant professor rank is held by individuals who earned a terminal degree and who have, at their current or another institution, demonstrated teaching excellence, scholarly and/or effective service to a college. The associate professor rank is normally held by individuals who have performed at the rank of assistant professor with continuous excellence in teaching, scholarly and/or effective service to the institution. The review for tenure is typically the first review for promotion to this rank.

The full professor is the highest faculty rank, other than distinguished professor, that an institution of higher education can confer on its faculty member. It is based upon demonstrated excellence in teaching, scholarship and citizenship sustained over a substantial period of time. This rank is recognition of achievement both within an institution and the entire profession.

In light of the ranks within the professoriate and the recognition that comes from its attainment, this researcher speculated that academic rank, professoriate seniority, could affect job satisfaction and possibly the adjustment of white faculty to their minority status at HBCUs. Thus, academic rank was one of the categories utilized for this study. The adjustment scores of the participants by academic rank are presented in Table 10.

TABLE 10. Adjustment scores of participants by academic rank

Academic Rank	Frequency	Mean Total Score	Mean Scaled Score
Lecturer/Instructor/Other	13	107.10	3.15
Assistant Professor	21	107.03	3.15
Associate Professor/Full Professor	16	110.69	3.26

The attribute scores and adjustment scores were subjected to analyses of variance (ANOVAs). A summary of the results of the analyses is presented in Table 11.

There were no significant differences in adjustment scores or attribute scores with respect to academic rank of the participants. No group possessed adjustment scores that reflected a positive adjustment to the HBCU. Also, none of the groups scored an adjustment score above 3.26.

TABLE 11. Summary of level of significance of ANOVAs for academic rank

Attributes	F.	Significance
Stereotyping	.902	.413
Equality	.203	.817
Commitment	.178	.837
Racial identity	.377	.688
Family and friends	.243	.785
Career restrictions	.018	.982
Racial differences	1.337	.272
Openness	.643	.530
Grading	.615	.545
Trust	1.583	.216
Adjustment Score	.655	.524

Therefore, academic rank had minimal effect or did not play a significant role in the adjustment of white faculty to their minority status at an HBCU. Therefore, seniority in academic rank, which may be coupled with teaching experience, had no significant affect on overall adjustment levels of white faculty at the HBCUs.

Findings for Research Question Two

Research Question Two: Are there differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of tenure?

Tenure, in American higher education, refers to the indefinite length of the academic appointments of some professors at colleges or universities. Tenured faculty members generally have permanent fulltime positions and full benefits. This status is usually granted to an associate or full professor.

Tenured positions are continuous and can only be terminated by voluntary retirement, resignation, or involuntarily by demotion or dismissal. A professor's appointment with tenure may be terminated by an institution's board of trustees, regents or overseers only for good cause. Tenure promotes and safeguards academic freedom of faculty and as such provides a level of job security for faculty members. Such security in possessing tenure may also affect the adjustment of a white faculty member at an HBCU. The adjustment scores of the participants by tenure status are displayed in Table 12.

TABLE 12. Adjustment scores of participants by tenure status

Tenure Status	Frequency	Mean Total Score	Mean Scaled Score
Tenured	7	107.56	3.16
Non Tenured	43	108.32	3.19

The attribute scores and adjustment scores were subjected to analyses of variance (ANOVAs). A summary of the results of the analyses is presented in Table 13.

TABLE 13. Summary of level of significance of ANOVAs for tenure

Attributes	F.	Significance
Stereotyping	.051	.822
Equality	.374	.544
Commitment	.529	.471
Racial identity	1.343	.252
Family and Friends	.001	.978
Career restrictions	.157	.694
Racial differences	.020	.889
Openness	.340	.562
Grading	.247	.621
Trust	.161	.690
Adjustment Score	.032	.859

There were no significant differences in adjustment scores or attribute scores with respect to tenure of the participants. Similarly to academic rank, the level of seniority with respect to tenure did not result in significant differences in adjustment levels of the white faculty at the HBCUs. No group possessed adjustment scores that reflected a positive adjustment to the HBCU. Neither group scored above a 3.19.

From the outcomes of Research Questions One and Two, the researcher concluded that seniority in the professoriate, academic rank and tenure, had no significant effect on the overall level of adjustment of white faculty at HBCUs.

Findings for Research Question Three

Research Question Three: Are there differences in the adjustment scores of white faculty members at the selected HBCUs in Texas in terms of age?

Age is one of the more intriguing categories with respect to employment. There are many factors that influence adaptability and tenacity in a difficult or unfamiliar work scenario of individuals of varying ages. Older individuals may possess the experience that would enable them to adapt to difficult or unfamiliar situations, whereas younger individuals may not bring experience to the table. However, younger individuals may have more energy and be more resolute for dealing with complicated work situations and may be more flexible than their older counterparts. Thus, the examination of age as it pertains to white faculty adaptation to an HBCU is important. This researcher speculated that age would be one factor that influences adjustment. The adjustment scores of the participants by age are displayed in Table 14.

TABLE 14. Adjustment scores of participants by age

Age	Frequency	Mean Total Score	Mean Scaled Score
25-44	15	105.33	3.10
45-54	11	112.94	3.32
55+	24	107.86	3.17

The attribute scores and adjustment scores were subjected to analyses of variance (ANOVAs). A summary of the results of the analyses is displayed in Table 15.

TABLE 15. Summary of level of significance of ANOVAs for age

Attributes	F.	Significance
Stereotyping	2.170	.125
Equality	1.598	.213
Commitment	1.147	.326
Racial identity	1.822	.173
Family and Friends	2.253	.116
Career restrictions	.561	.574
Racial differences	1.444	.246
Openness	1.670	.199
Grading	.892	.417
Trust	.238	.789
Adjustment Score	1.787	.179

There were no significant differences in adjustment scores or attribute scores with respect to age of the participants. No group possessed adjustment scores that reflected a positive adjustment to the HBCU.

No group scored an adjustment over a 3.32. Thus, the younger and older white professors reported similar adjustment to their position at an HBCU. None of the groups were positively adjusted and none were totally maladjusted (below 3). Thus, age did not significantly affect the adjustment of white faculty at HBCUs.

Findings for Research Question Four

Research Question Four: Are there differences in the adjustment score of white faculty members at the selected HBCUs in Texas in terms of gender?

In this study, gender was another fascinating category, since white women in the Unites States are categorized as a minority. The examination of a minority (white women) in an alternate minority's domain (blacks at an HBCU) becomes interesting especially when they are compared to the society's dominant group (white males) in a minority situation (HBCU).The adjustment scores of the participants, sorted by gender are presented in Table 16.

TABLE 16. Adjustment scores of participants by gender

Gender	Frequency	Actual Score	Scaled Score
Male	32	107.16	3.15
Female	18	110.28	3.24

The attribute scores and adjustment scores were subjected to analyses of variance (ANOVAs). A summary of the results of the analyses is presented in Table 17.

There was no significant difference in total adjustment scores with respect to gender of the participants. No group possessed adjustment scores that reflected a positive adjustment (4 and above) to the HBCU. However, there

were significant differences (significant at the $p<0.05$ level) for gender with respect to racial identity and trust of/by blacks scores.

Racial identity scores by gender are presented in Figure 1. Trust scores of participants by gender are presented in Figure 2.

TABLE 17. Summary of level of significance of ANOVAs for gender

Attributes	F.	Significance
Stereotyping	1.329	.255
Equality	.721	.400
Commitment	.506	.480
Racial identity	5.154	.028
Family and Friends	.002	.966
Career restrictions	2.069	.157
Racial differences	.204	.654
Openness	2.891	.096
Grading	.093	.844
Trust	5.312	.026
Adjustment Score	1.018	.318

Displayed in Figure 1, white female faculty reported a higher level of racial identification than their white male counterparts. Female faculty scored 3.56 for racial identification, while male faculty scored 3.18. This heightened identification is possibly a by-product of their categorization as a minority in the United States and the group having to deliberately self-define.

With respect to white females at HBCUs, race becomes an issue and the self-definition process becomes complicated. Race, like gender, as a socially constructed category of identity is linked to relations of power (West, 1994).

Frankenberg (1993) explains that female self-definition encompasses three areas: 1) a position of advantage and of race privilege 2) a perspective from within which white people look at themselves, at others, and society, 3) a set of practices that are usually nebulous. Therefore, the awareness of their various characteristics, including race and position at an HBCU, would be one explanation for the higher racial identification score than white male faculty.

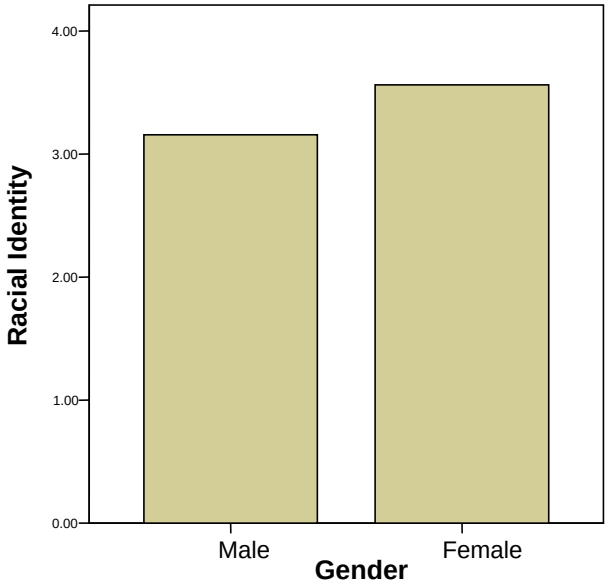

FIGURE 1. Racial identity scores of participants by gender

White male faculty generated higher trust scores than the white female faculty (Figure 2). Male faculty scored 2.74 for trust of/by blacks, while female faculty scored 1.91. Males had a greater level of trust for blacks possibly based on their dominant status in the greater society. Their higher score may suggest

an attitude of invulnerability and social dominance to the minorities even within the HBCU environment. However, the below 3 scores indicated that both groups did not feel trusted by or themselves trusted by blacks.

For the white female faculty, the additional minority status layer of being a woman may result in distrust for this other dominant group. White female faculty may have to learn the dynamics of this new dominant group (blacks) who are subdominant to white women in the greater society. This may explain their lower trust scores than their white male counterparts. Also, many females do not view themselves as minorities, and as such do not act in solidarity with any other categorized minority groups. For example, during the Women's Movement, many women did not advocate for black civil rights and separated themselves from blacks although their missions for equality may have been similarly motivated (Gollnick & Chinn, 1998).

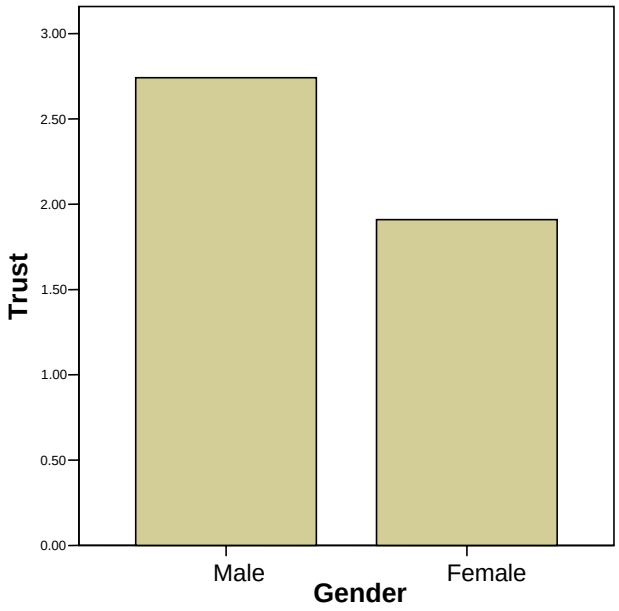

FIGURE 2. Trust score of participants by gender

Findings for Research Question Five

Research Question Five: Are there differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of perceived attitude of parents' towards minorities?

The behavior displayed by and attitudes of parents are many times translated into the behavior and belief systems of their children even in their adult lives (Germain, 1994). This researcher hypothesized that the attitudes of the parents of the white faculty participants would affect adjustment to their

employment at an HBCU. Thus, an examination of categories of white faculty based on their perceived parents' attitude towards minorities was conducted. The adjustment scores of the participants by perceived parents' attitude towards minorities are presented in Table 18.

TABLE 18. Adjustment scores of participants by perceived parents' attitude towards minorities

Parents' Attitude	Frequency	Actual Score	Scaled Score
Positive	28	108.32	3.19
Negative	21	106.28	3.13

The attribute scores and adjustment scores were subjected to analyses of variance (ANOVAs). A summary of the results of the analyses is presented in Table 19.

There was no significant difference in adjustment scores with respect to perceived parents' attitude towards minorities. Therefore, white faculty who differed in terms of perceived parent's attitudes did not differ in their adjustment score to an HBCU. However, there were significant differences for attributes of stereotyping, commitment to black education, racial identity, racial differences and grading black students.

TABLE 19. Summary of level of significance of ANOVAs for perceived parents' attitude towards minorities

Attributes	F.	Significance
Stereotyping	5.620	.022
Equality	.332	.567
Commitment	7.305	.010
Racial identity	4.328	.043
Family and Friends	-	-
Career restrictions	1.070	.306
Racial differences	4.050	.050
Openness	1.761	.191
Grading	4.262	.045
Trust	1.370	.248
Adjustment Score	.620	.435

White faculty who perceived their parents as having a positive attitude towards minorities scored higher for coping with negative stereotypes (Figure 3). Participants who perceived their parents exhibited positive attitudes scored 3.86 for coping with stereotypes. Their counterparts, who perceived their parents exhibited negative attitudes, scored 3.34. Therefore, parents who reinforced or exhibited non-racist/non-discriminatory behavior may have fostered mechanisms within their children which enabled them to positively cope with racial barriers and stereotypes in the greater society. Many social science researchers posit that parents seemingly affect adult children's attitudes and behaviors most often in core beliefs and values (Germain, 1994).

White faculty who perceived their parents as having negative attitudes towards minorities scored higher with respect to their commitment to black education (Figure 4). Participants who perceived their parents as having

positive attitudes towards minorities scored 2.02 for commitment to black education. The participants whose parents had negative attitudes scored a 2.57 for commitment to black education. Accordingly, white faculty, who perceived their parents as having negative attitudes towards minorities, may be counteracting the racial biases of their parents by working at an HBCU or becoming consciously more active in the education of blacks.

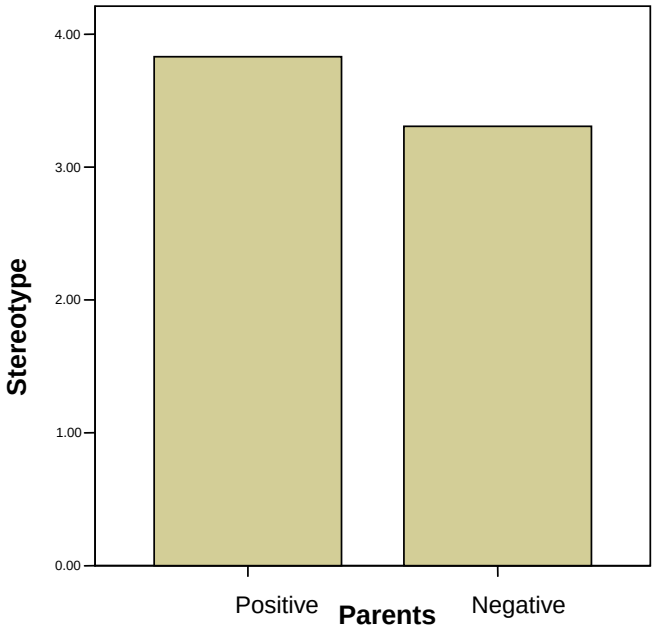

FIGURE 3. Stereotype scores of participants by parents' attitude

The white faculty, who perceived their parents as having positive attitudes towards minorities, may view their commitment to education on a universal basis rather than specifically to black education. These results may explain the lower

commitment score for the white faculty whose parents expressed a positive attitude towards minorities.

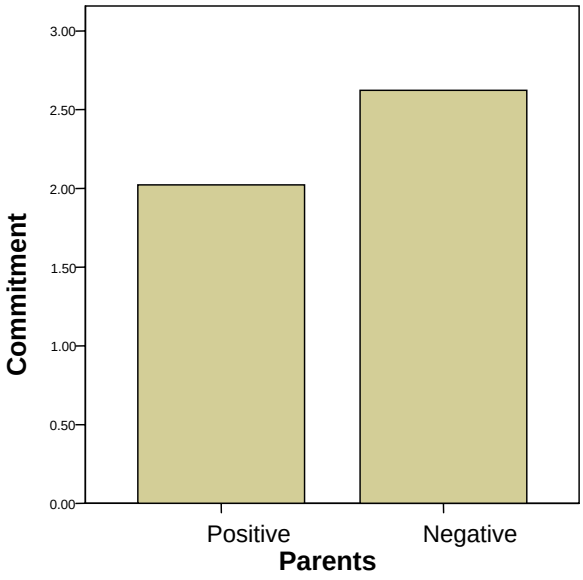

FIGURE 4. Commitment to black education scores by parents' attitude

The racial identity scores of the participants with respect to parental attitude towards minorities are illustrated in Figure 5. White faculty whose parents expressed positive attitudes towards minorities scored 3.43 for racial identity. Faculty who perceived their parents as having negative attitudes towards minorities scored 3.09 for racial identity. This is significant to $p<0.05$ level. These results may suggest that the positive attitudes of the parents instilled in their children assist in the acceptance their racial and ethnic identity.

The participant scores for comfort with racial differences are illustrated in Figure 6. White faculty who perceived their parents as having positive attitudes towards minorities scored 3.54 for coping with racial differences. Faculty who perceived their parents as having negative attitudes towards minorities scored 2.77 for coping with racial identity.

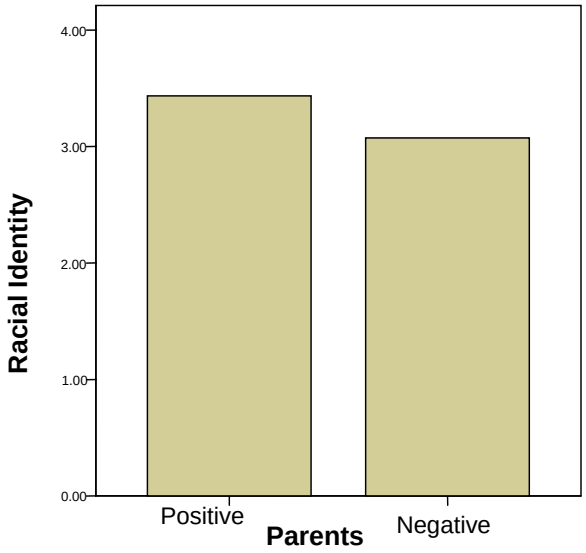

FIGURE 5. Racial identity scores by parents' attitude

White faculty who perceived their parents as having positive attitude towards minorities reported greater level of comfort with dealing with racial differences. The development of mutual respect for different racial and ethnic groups in the home environment may result in a greater acceptance, understanding and openness of different races and cultures. Aboud and Doyle

(1996) posit that individuals gradually learn prejudice, as well as racial and ethnic tolerance, from parents even into their adult lives.

The participant scores for comfort with grading black students are illustrated in Figure 7. White faculty who perceived their parents as having negative attitudes of minorities were less comfortable grading blacks (3.12) in the academic arena, than white faculty who perceived their parents as having positive attitudes towards minorities (3.83). Similarly to comfort with racial differences, white faculty whose parents expressed positive attitudes towards minorities possessed a greater acceptance, understanding and openness to blacks. Consequently, grading black students with fairness and understanding was a relatively more comfortable action for white faculty who perceived their parents as having a positive attitude towards minorities.

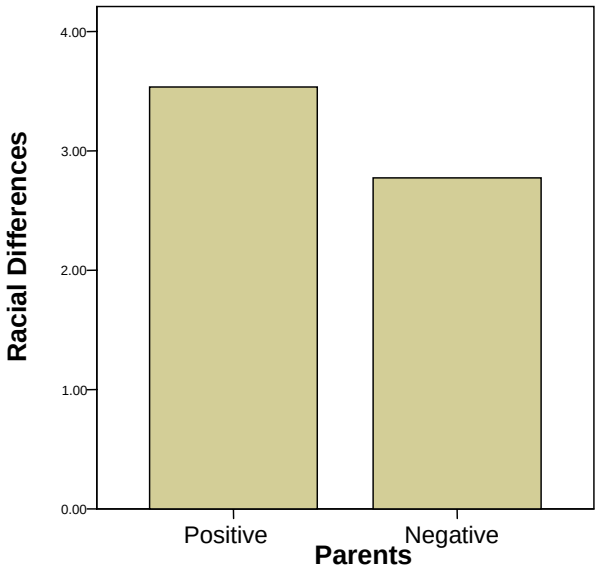

FIGURE 6. Racial differences scores by parents' attitude

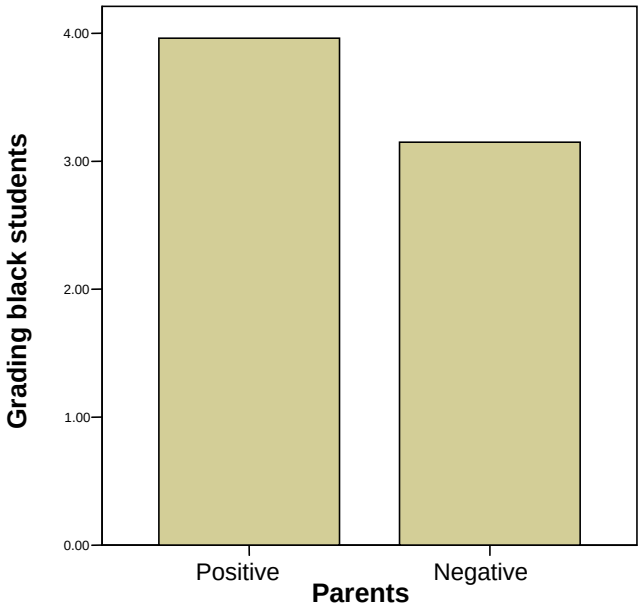

FIGURE 7. Grading scores by parents' attitude

Findings for Research Question Six

Research Question Six: Are there differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of perceived attitude of friends towards minorities?

Friends like parents and other family members influence and affect the thoughts and behavior of individuals. They are in essence part of the social fabric of any person. Therefore, perceived attitudes of friends like perceived attitudes of parents, this researcher speculated, would affect the behavior and beliefs of individuals. In turn, this researcher hypothesized that perceived friends' attitude towards minorities would influence the level of adjustment of white faculty to HBCUs. The adjustment scores of the participants fractionated by perceived attitude of friends are presented in Table 20.

TABLE 20. Adjustment scores of participants by perceived friend's attitudes towards minorities

Friends' Attitude	Frequency	Total Score	Scaled Score
Positive	26	109.75	3.23
Negative	24	106.55	3.13

The attribute scores and adjustment scores were subjected to analyses of variance (ANOVAs). A summary of the results of the analyses is presented in Table 21.

There was no significant difference in adjustment scores with respect to perceived friends' attitude towards minorities. However, the differences for grading blacks for the category of participants' friends' attitude of minorities was significant.

TABLE 21. Summary of level of significance of ANOVAs for perceived friends' attitude towards minorities

Attributes	F.	Significance
Stereotyping	.081	.777
Equality	.057	.813
Commitment	.741	.394
Racial identity	1.056	.309
Family and Friends	-	-
Career restrictions	2.310	.135
Racial differences	.925	.341
Openness	.725	.399
Grading	5.515	.023
Trust	2.151	.149
Adjustment Score	1.185	.282

The participant scores with respect to their comfort with grading black students are illustrated in Figure 8. White faculty who perceived their friends as having negative attitudes towards minorities were less comfortable grading black students. White faculty who perceived their friends as having positive attitudes towards minorities scored 3.96 for grading black students. Faculty who perceived their friends as having negative attitudes towards minorities scored 3.19 for grading black students.

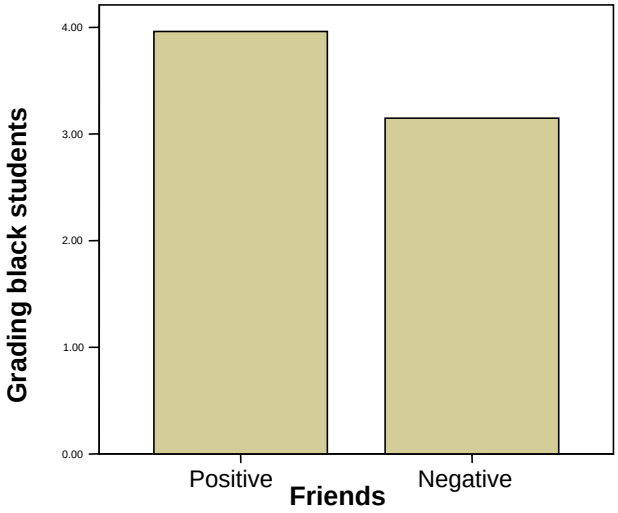

FIGURE 8. Grading scores by friends' attitude

Similar to white faculty who perceived their parents as having positive attitudes of minorities, white faculty who perceived their friends as having positive attitudes towards minorities possessed a greater acceptance, understanding and as such grading with fairness and understanding was a relatively comfortable act.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was prompted by the researcher's need to include other voices into the discussion of diversity within American higher education. Many times, the voices of ethnic minorities are well documented and cited while members of the dominant culture remain unheard. When a paradigm shifts, every entity within the system is affected. The same has occurred and continues to occur in American society with respect to multiculturalism: when minority groups gain power, individuals within the dominant power structure lose power. The latter are affected in manners that are uncommon.

In Chapter II, the history of white faculty at Historically Black Colleges and Universities in the United States was examined. Unfortunately, research on white faculty at HBCUs is an area that is under-researched, yet white faculty have historically been members of the HBCU family. In 2005, white faculty still constituted approximately one quarter of all faculty at HBCUs. These voices are seldom heard and this study attempted to bring those voices alive.

A summary of the purpose, procedure and major findings of this study are presented in Chapter V. A discussion of the recommendations for further study is also outlined in this chapter.

This researcher examined whether specific attributes influenced the adjustment of white faculty at selected HBCUs in Texas. The researcher

attempted to determine whether differences exist in adjustment scores with respect to academic rank, tenure status, age, gender, and attitude of parents and friends towards minorities. Addressed within the study was the perception of the white faculty of their interaction with the black student population, the black faculty and black administration.

The possible effect of ten (10) attributes, as outlined by Smith and Borgstedt (1985), on the adjustment of white faculty at selected HBCUs was examined. The ten (10) attributes were (1) coping with negative stereotypes (2) acceptance and equality (3) commitment to black education (4) racial identity (5) attitude of friends and family (6) career restrictions (7) comfort with racial differences (8) openness to racial differences (9) comfort in grading black students and (10) trust of and by blacks.

The adjustment score was derived to indicate the overall level of adjustment of white faculty to their position and environment at an HBCU. The adjustment score was calculated by creating a composite score by adding the Likert values of the responses to questions 42 through 75 in Section IV of the questionnaire designed by Smith and Borgstedt (1985). This composite score was divided by thirty-four (34), the number of items, to yield the adjustment score. The scale ranged from 1 to 5. Participants with a score of 4 and above were categorized as positively adjusted to their minority status at the HBCU. Participants who scored below 4 were categorized as not adjusted to their minority-status at an HBCU.

The questionnaire utilized for this study was developed in 1984 by Susan L. Smith of Illinois State University and Kaye W. Borgstedt of South Carolina State College (Appendix B). The results of that study were reported in an article entitled *Attributes influencing adjustment of white faculty in predominantly black colleges* in 1985.

The questionnaire utilized in this current study was divided into five sections. The first section was used to obtain information concerning personal demographics of the respondents. The second concerned information about professional life. The third section concerned information about the individual's present job. The fourth section, which was the most extensive, was used to solicit information relating to the beliefs, feelings and relationships with respect to their current position at an HBCU. The last section included open-ended questions and other comments.

Cover letters (Appendix A) were mailed requesting participation permission from each faculty member from the four (4) HBCUs in Texas. Contained within the cover letter was the assurance to participants of the researcher's confidentiality. The instructions for completing the questionnaire were delineated in the letter. Included with the cover letters were actual questionnaires and stamped, addressed envelopes for the participants to return their questionnaires. Consent to participate was assumed by the completion and return of all the components of the questionnaire. The types of institutions utilized in the study were presented in Table 20.

The original sample was one hundred and five (105). However, some professors were no longer employed at the HBCUs or were incorrectly categorized as white by their institution. The final sample was ninety-eight (98) and the entire group was mailed questionnaires. Fifty (50) participants returned the questionnaire yielding a fifty-one percent (51%) response rate. This rate was below the researcher's intended response rate but was advised by committee members that it would be sufficient for the study, although there would be limitations to generalizability.

The questionnaires were mailed between January 2003 and May 2004. In September 2004, the results of the questionnaires were compiled and statistical analyses were performed. Data collected from the questionnaires were entered into SPSS Base 12.0 for Windows (2003). A General Linear Model (GLM) Univariate Analysis of Variance was performed to indicate any differences between groups and the results were used to answer the research questions. First a subroutine of SPSS, Explore, was used to calculate adjustment scores and attribute scores. The results of the analyses were reported with the use of tables and Figures.

Conclusions

The adjustment scores of each group of white faculty within the various categories were presented in Table 9 in Chapter IV. Based on these findings, several conclusions were drawn:

1. There were no significant differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of academic rank
2. There were no significant differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of tenure status
3. There were no differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of age
4. There were no significant differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of gender
5. There were no significant differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of parents' attitudes towards minorities
6. There were no significant differences in the adjustment scores of white faculty members at selected HBCUs in Texas in terms of friends' attitudes towards minorities
7. No category of white faculty displayed a positive adjustment to an HBCU.
8. Male and female white faculty did not trust or feel trusted by blacks at the selected HBCUs in Texas.

9. The perceived attitude of white faculty members' parents influenced discrete attributes more than any other category, which affected adjustment at HBCUs at the $p<.05$ significance level.

Discussion

Although the analysis did not yield any significant differences within categories, with respect to adjustment scores, the results can nevertheless be used to generate speculation and inferences about the adjustment of certain categories of white faculty at HBCUs in Texas.

White faculty members in none of the categories exhibited an adjustment score above 3.32 or below 3.10. Thus, all categories of white faculty displayed negative levels of adjustment. The researcher concluded that the white faculty participants at the selected HBCUs in Texas were not adjusted to their minority status at the HBCUs. The non-adjustment of all the categories of white faculty inferred that the HBCU environment was not the most amiable or conducive for white faculty.

The top three categories of white faculty for adjustment score were, in rank order, age group of 45-54 years (3.32), associate and full professors (3.26) and females (3.24). The bottom three categories were (lowest to highest) age group 25-44 years (3.10), parents and friends negative attitude towards

minorities (tied, 3.13) and assistant professor and lecturer/instructor/other (tied, 3.15).

The age group of 45-54 was the highest scored (3.32) and this score possibly reflected their life historical-period experience and their ability to adapt to the HBCU. Individuals within this category were born just prior to the Civil Rights Movement and were probably the recipients and beneficiaries of desegregation. These individuals also lived through the Black Power Movement of the 1970's. Thus, the adjustment to a black environment may not be a very difficult task. The oldest age group, 55 +, scored 3.17. The adjustment score indicated that these individuals did not adjust to their minority status. However, their experience allowed them to cope with their current position at an HBCU. The youngest group, 25-44, scored the lowest score of all groups, 3.10. Hence, inexperience and immaturity may play a role in coping with their minority status.

Although there were no significant differences in scores between the various ranks in the participants, white faculty who achieved the highest academic rank (associate or full professor) attained the second highest adjustment score (3.26). Thus, achieving the highest possible academic rank assisted in job security and thus heightened the level of adjustment of the white faculty at an HBCU. However, this attribute may be more influential on overall adjustment in collaboration with an attribute not outlined in this study.

Female white faculty scored the third highest for adjustment (3.24). This score may indicate that white females possess a collection of skills and coping

mechanisms that allow them to adjust better to their minority status at an HBCU than their male counterparts, even though the females themselves were not adjusted overall. These skills and mechanisms may be a by-product of the group's categorization as a minority in the greater U.S. society.

White faculty who perceived their parents as having positive attitudes toward minorities were ranked as the fifth most adjusted group (3.19) and those who perceived their parents as having negative attitudes were ranked as the twelveth adjusted group (3.13).

White faculty who perceived their friends as having positive attitudes toward minorities were ranked as the fourth most adjusted group (3.23) and those who perceived their friends as having negative attitudes were ranked as the twelfth adjusted group (3.13).

The two groups that scored the lowest adjustment scores are white faculty who perceived their parents and friends displayed negative attitudes about minorities (3.13) and the age group of 25 to 44 years (3.10). Ranked immediately above these three are assistant professor, lecturer/instructor/other and male (3.15).

Although there were no significant differences between groups, the polarization of group scores reinforced this researcher's conjectures concerning faculty perception of parents' attitudes towards minorities, academic rank and age.

Smith and Borgstedt (1985), in the conclusion of their study, stated:

> The majority of white faculty, however, seem to make an overall positive adjustment and are able to cope adequately with any conflicts that stem from their majority/minority role. A variety of coping responses have enabled them to deal with internal and external conflicts and to grow personally through their ability to synthesize or balance out differences [pertaining to race]. (p.163)

However, comparing the results of this current study to those of Smith and Borgstedt (1985), this researcher posits that white faculty are not adjusted to their HBCU environments in 2005. This researcher also posits that there has been a negative shift in the level of adjustment of white faculty at HBCUs between 1985 and 2005. Smith and Borgstedt (1985) reported that white faculty made an “overall positive” adjustment to the HBCU environment. This current study suggests, however, that white faculty at HBCUs are negatively adjusted to their environment and their minority status.

This decrease in adjustment of white professors to the HBCU environment may be due to the current shift in power at these institutions. The increase in black department chairs, deans, presidents and board of trustee members over the past two decades has resulted in an environment where whites control considerably less power over time. Many white faculty may consider and/or perceive such an environment as hostile or unwelcoming.

The environment of the HBCU has also changed over the past twenty years with regards to black proprietorship. Black students, black alumni, black administrators and black scholars have invested into the HBCUs and have claimed them as institutions belonging to the black community. This, coupled with the increase in black power has made the HBCU a haven for blacks. This researcher speculates that this increased shift in black power and escalated sense of ownership by the black population could create an awkward and unpleasant environment for white faculty.

Statistical Significance

For all six research questions, with the six categories of white faculty, there were no significant differences in adjustment scores. Therefore, it can be inferred that the attributes, as developed by Smith and Borgstedt (1985), do not influence the adjustment of white faculty at the selected Historically Black Colleges and Universities in Texas. In the article, *Factors influencing the adjustment of white faculty at HBCUs,* Smith and Borgstedt (1985) conclude:

> … it would seem that the lack of strong relationships between any attributes and independent variables is as significant as their presence would be. It seems to indicate that race and interracial interaction are much more complex than simple predictive

> relationships with social class or parental attitudes. Numerous attributes, both internal and external to white persons, have impact on their ability to make positive adjustments in a black setting. (p.163)

However, in this current study, there were significant differences for some attributes with respect to gender, perception of parents' attitude of minorities and friends' attitude of minorities. There was a significant difference for racial identity and trust of blacks for gender. Females had a significantly higher level of racial identity than their male counterparts. White female faculty also trusted blacks (black student, black professors and black administrators) significantly less than white male faculty. Conjecturally, this may result from women also being categorized as minorities in the United States and thus self-identification and lack of trust in a fellow minority may influence this outcome.

There were also significant differences with respect to coping with stereotypes, commitment to black education, racial identity, and comfort in grading black students for participants who perceived their parents' as having positive or negative attitudes towards minorities. Participants who perceived their parents as having positive attitudes towards minorities scored higher in coping with negative stereotypes, had a higher level of racial identification, and level of comfort grading black students. Grading black students was also easier

for participants who perceived their friends as having positive attitudes towards minorities.

However, those participants who perceived their parents as having negative attitudes towards minorities had a significantly higher score for commitment to black education. This may indicate that parents who had positive attitudes towards minorities instilled (consciously or inadvertently) mechanisms within these individuals (white faculty) that allowed them to cope and interact, in a positive and healthy manner, with individuals of other races.

Participants who perceived their parents as having negative attitudes towards minorities may have had a more difficult time adjusting to their minority role at an HBCU, and may also promote an overt proclamation of their commitment to black education. One can question whether these individuals (white faculty who perceived their parents as having negative attitudes towards minorities) are genuinely committed to black education or have to openly proclaim their commitment to counteract their own negative attitudes on minorities ingrained by negative racial attitudes of their parents. Participants who perceived their parents and friends as having negative attitudes towards blacks also had negative attitudes about the participants being employed at an HBCU.

The results of this study cannot be utilized for any other campuses other than the four HBCU that participated in this study. The generalizability of the study is stunted by the following:

1. too few items per attribute in the questionnaire

2. the participant to item ratio was too small
3. the study had too small a sample
4. the study had a very limited region
5. limited number of HBCUs used in the study
6. limited types of HBCUs used in the study

Thus, the researcher concluded that further, more extensive research needs to be conducted with the consideration of the aforementioned limitations and regarding the recommendations following.

Recommendations

The major purpose of this study was to determine whether the attributes, outlined by Smith and Borgstedt (1985), influence the adjustment of white faculty at selected HBCUs in Texas. The researcher attempted to contribute to a research area that has not been thoroughly examined, specifically with respect to the white faculty experiences at HBCUs. The main objective of the study was to examine white faculty adjustment to their environment at an HBCU in relation to their interactions with a black student body, black faculty peers, black administrators, and black community. In addition, the researcher also examined attributes outside of the HBCUs environment that may affect their adjustment. Attributes such as white faculty commitment to an HBCU's mission, perception of attitude of parents and friends towards minorities, academic rank, tenure and

gender was examined to determine if they influence adjustment. The study was based on the perceptions and viewpoints of the white faculty members.

The researcher proposes recommendations for the following areas, based on the findings and execution of the current study and that of the study by Smith and Borgstedt (1985). The literature review and current study suggest that a more in-depth study of white professors at HBCUs needs to be conducted. However, this current study may spawn a new area of research specifically with respect to minority-status groups at universities in the United States. The researcher proposes recommendations for the following areas, based on the findings and review of literature. Also, if the recommendations are taken into consideration and research conducted, the findings and information may be useful in many ways.

1. Design a more extensive questionnaire with more items per attribute

The instrument needed more items per attribute to generate more accurate responses. In some cases, there were only one or two questions to yield responses from participants for a specific attribute. Eight (8) items should be developed for each attribute to solicit a more accurate response of participants' perception and experience. This would improve the item to participant ratio and also increase the reliability of the instrument.

2. Utilize a greater sample size, greater region and more HBCUs

Smith and Borgstedt (1985) utilized ninety-four participants from four (4) HBCUs in two states. In the current study, there were only fifty (50) participants from four (4) HBCUs in one state. There are over one hundred (100) HBCUs in twenty (20) states; therefore many more HBCUs could be utilized in the study. A sample size of approximately three hundred (300) participants from fifteen (15) states could be used in future study. This would increase the generalizibility of the study.

3. Develop new and more specific attributes and categories

The findings from the current study indicate there may be other factors that influence the adjustment of white faculty at HBCUs. Ten (10) attributes were outlined in this study. Although, many of the attributes did not yield a significant difference between categories, it does not mean that they were not useful. As stated earlier, many of the attributes were determined with one or two items. Thus the development of more items per attribute should take place, as well as more specific attributes should be developed. The following are the possible attributes:

1. coping with stereotypes about white faculty
2. coping with stereotypes about minorities
3. social acceptance and racial equality with black faculty peers
4. social acceptance and racial equality with black administrators
5. social acceptance and racial equality with black students

6. personal commitment to black education
7. strong racial identity
8. attitude of mother towards minorities
9. attitude of father towards minorities
10. attitude of siblings towards minorities
11. attitude of spouse or partner towards minorities if they are white
12. attitude of white colleagues from PWIs
13. attitude of white friends
14. administrative career restrictions because of race
15. comfortable with racial differences
16. openness with dealing with racial differences with black faculty peers
17. openness with dealing with racial differences with black administrators
18. openness with dealing with racial differences with black students
19. conflicts in grading black students
20. feeling trusted by black faculty/peers
21. feeling trusted by black administrators
22. feeling trusted by black students
23. demographics on the community in which participants lived as a child
24. demographics on the community in which the participants currently lives

Other categories may be developed for grouping of white faculty participants. This researcher examined academic rank, tenure, age, gender and attitudes of parents and friends towards minorities. Other categories that may be used are:

1. sexual orientation
2. number of years at an HBCU
3. experience at PWIs versus experience at HBCUs
4. socio-economic status (SES) (Although this was addressed in the original instrument, no concrete definition of SES was given.)
5. religion
6. salary range

4. Conduct a similar revised study for black faculty at PWI and compare the results

Design and conduct a study which is structured similarly to explore the various attributes that affect black faculty at PWIs. Blacks are categorized as minorities in the greater American society. Therefore, understanding their experience at a PWI to that of white faculty members (majority-status in the greater society) at an HBCU is essential for an accurate comparison. The comparison of experiences and coping mechanisms may result in a greater understanding of the landscape of higher education in the United States.

5. Conduct a similar revised study for blacks at HBCUs and compare the results

Exploring the experiences of blacks at HBCUs may also assist in the comprehension of the entire HBCU environment in which the white faculty members is immersed. Differences and/or similarities of the experiences of the black faculty and white faculty may shed light on the nature of HBCUs. This information may be used to improve the overall climate of the institutions, thus enhancing the white faculty experience. Attributes emerging from the further research on black faculty at HBCUs may be utilized in the research on white faculty at HBCUs, if the attributes are not already present in the current list.

6. Conduct a similar study for minority-status groups at PWIs and HBCUs

Various other minority-status groups could be examined at both PWIs and HBCUs to address and explore the experiences of these groups. Minority status groups may be ethnically based (blacks, Asians, Native Americans in the United States) or simply categorically based (women, gay-lesbian-bisexual-transgender, Jewish, Catholic, Hindu). Groups such as women, Asians, Native American, immigrants, gays-lesbian-bisexual-transgender (GLBT) could be utilized in future research. Trends in coping mechanisms and attributes may evolve from a battery of studies examining these groups. Attributes emerging from the further research on minority-status faculty at PWIs and HBCUs may be utilized in the research on white faculty at HBCUs, if the attributes are not already present in the current list.

7. Design faculty development models for white faculty at HBCUs

Knowledge of the experiences and perceptions of white faculty at HBCUs and the recognition of areas of least adjustment at their institution can enhance the development of faculty training and new faculty orientation modules at HBCUs. The development of strategies to improve the experiences, the facilitation of discussion on pertinent issues and creation of support systems that assist the white faculty at HBCUs during their transitional period and beyond is one of the possible major benefits of this information.

8. Design faculty development models that target certain non-adjusted groups

The results of this study can also allow for target groups to be sought out for assistance. The groups that scored the lowest adjustment scores are male, lecturers and instructors, individuals who perceived their parents and friends as having negative attitudes towards minorities, and individuals between the ages of 25 and 44 years. An institution, possessing this knowledge, can develop programs that will target these groups to ensure that their experiences at the HBCU are valuable and more positive.

Recommendations for Professional Development Model

A major concern that arises from this study is the productivity and effectiveness of the instruction of the white faculty. If the entire white faculty

population was not adjusted to the HBCU environment, does this non-adjustment affect the teaching and learning exchange? Are the black students being taught effectively? Does the lack of positive adjustment of white faculty effect instruction to the point where it impacts the level and quality of education offered at the institution? How can an institution rectify the maladjustment of the white faculty to the HBCU environment?

The results of this study could transfer into some practical applications for professional development at HBCUs. The following recommendations are intended to assist institutions and/or departments address the aforementioned concern and its implications:

1. Create or adopt extensive models that will focus on white faculty's adjustment to the HBCU. The model must concentrate on white faculty's comprehension of the HBCU, the mission of the institutions, the commitment necessary for the success of the students, effective teaching, differences in learning styles between cultural groups, and the white faculty's role in creating an amiable and productive environment.

2. Models should also incorporate a forum with white faculty, black professors and black administrators and the central constituents. This forum should be designed specifically to explore the perceptions of HBCUs from the black faculty and black administrators' standpoints. The

forum could address the manner in which black faculty approach instruction, research and students interaction at HBCUs. This can give white faculty insight into the methodology utilized by black faculty. As such, the forum could assist white faculty understand the operation, stressors, and motivation of black faculty and the environment at HBCUs.

3. Within the forum, white and black faculty should be encouraged to raise concerns involving faculty sentiment towards each other and individuals from different ethnicities teaching at the HBCU. These models should also be designed to be transferable for other ethnicities and groups at HBCUs.

4. Models should have within the design a conflict resolution module. The purpose of this would be to act as the summative portion of the model.

The following is a proposed outline of a model that can be designed and adopted for professional development at HBCUs specifically for white faculty:

1. Information disclosure/sharing/retention: White and black faculty members share their views, experiences, fears
2. Listening: White and black faculty members actively listen to the perception of the other group

3. Reflection: Individuals reflect on their self including beliefs and preconceptions and other parties disclosures
4. Conflict analysis: A professional summates the discussions and activities and presents an analysis of the ideas, thoughts, conclusions
5. Mediation: Mediate any major conflicts if necessary and give suggestions for ongoing mediation for or issues that may have arisen from the model
6. Negotiation: White and black faculty members discuss manners of coexisting, cooperating and delineating boundaries if necessary with the intent of being effective faculty at the HBCU
7. Problem-solving: A professional could be brought to the institutions to address problem solving techniques for the white and black faculty to utilize in a practical daily manner
8. Assess and evaluation of outcome: Assess the model and appraise its effectiveness in the development of a healthy rapport between white and black faculty and the comprehension of white faculty of the nature of the HBCU

The results of this study can provide greater insight into the dynamics of white faculty at HBCUs in the United States and shed light on the behavioral dynamics of many minority status groups on university and college campuses. The demographics of the United States are rapidly changing whereby whites are becoming a minority numerically. The results of this

study may shed light on the social dynamics, adjustment and behavior of whites, not just in higher education, but in the greater society when face with minority status.

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APPENDIX A

COVER LETTER

TO: Prof. [NAME]
FROM: Dave Louis
RE: Dissertation Study Survey
DATE: [DATE]

REQUEST & INFORMATION SHEET
Attributes Influencing the Adjustment of white Professors at Selected Historically Black Colleges and Universities in Texas

You have been asked to participate in a research study entitled “Attributes Influencing the Adjustment of white Professors at Selected Historically black Colleges and Universities in Texas” You were selected to be a possible participant as a white faculty member at a Historically Black College . A total of one hundred and five (105) people have been asked to participate in the study. The purpose of this study is to determine the Attributes that influence the adjustment/job satisfaction of white faculty at selected Historically Black Colleges and Universities in Texas.

Your name was obtained from your department chair and/or Office of Institutional Research at your institution. If you agree to this study, you will be asked to complete the enclosed survey and return it to the address given. This study will only take about 15 to 20 minutes. The risks associated with this study are minimal to none. The benefits are also none.

This study is confidential. The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be secured and only I, Dave Louis, will have access to the records. **The tracking number on your survey will be removed upon receipt.** Numbers or codes that are not returned will be cross checked to re-contact those individuals. Individuals who responded will be deleted from the list so that no correlation or connection of names with responses can occur.

Your decision whether to participate or not will not affect your future or current relations with Texas A&M University. If you decide to participate, you are free to refuse to answer any of the questions that may make you uncomfortable. You can withdraw at any time without your relations with university, job, benefits etc. being affected. You can contact me at the information below if you have any questions about the study.

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This research study has been reviewed by the Institutional Review Board-Human Subjects in Research, Texas A&M University. For research related problems or questions regarding subjects, rights, you can contact the Institutional Review Board through Dr. Michael W. Buckley, Director of Research Compliance, Office of the Vice President for Research at (979) 845-8585 or mwbuckley@tamu.edu .

By returning a completed survey you have voluntarily participated in the study. I believe that my research, for my dissertation, has the potential to make an important contribution to knowledge, and I would most appreciate your assistance. If you would like a summary of the findings, please let me know.

Thank you very much for your assistance.

Dave Louis

APPENDIX B

INSTRUMENT

The adaptation of white faculty in a historically black college

For Computer Use Only

PLEASE MARK THE APPROPRIATE ANSWER
(Answers may continue on the following page so please read carefully)

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I. **Information About Yourself**

A. Sex
____ Male
____ Female

B. Current Age (At Last Birthday)
____ Under 25
____ 25-34
____ 35-44
____ 45-54
____ 55-64
____ 65 or older

C. In what state did you spend most of your childhood?
_____

D. What is the highest grade your father completed?
Grade School High School College Graduate
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

E. What was your father's occupation when you were growing up? _____

F. What is the highest grade your mother completed?
Grade School High School College Graduate
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

G. What was your mother's occupation when you were growing up? _____

H. In the grade school which you attended for the longest period of time, what was the approximate percentage of minority (black) students?
____ Zero
____ 1-5
____ 6-10

	4	____ 11-20
	5	____ 21-40
	6	____ 41-60
	7	____ 61-80
	8	____ 81-99
9		I. In the high school which you attended for the longest period of time, what was the approximate percentage of minority (black) students?
	1	____ Zero
	2	____ 1-5
	3	____ 6-10
	4	____ 11-20
	5	____ 21-40
	6	____ 41-60
	7	____ 61-80
	8	____ 81-99
10		J. What was the approximate percentage of minority (black) enrollment in the college/university where you completed most of your undergraduate degree requirements?
	1	____ Zero
	2	____ 1-5
	3	____ 6-10
	4	____ 11-20
	5	____ 21-40
	6	____ 41-60
	7	____ 61-80
	8	____ 81-99
11		K. Thinking back to your childhood (through high school), what is the best description of your social involvement with minority children of your age?
	1	____ Many close friendships
	2	____ A few close friendships
	3	____ Casual friendships
	4	____ Occasional contact but no real friendships
	5	____ Virtually no contact
12		L. Reflecting over the preceding question, what description best characterizes those relationships with minority children?
	1	____ No friendships or contact
	2	____ Friendships of comparable social status

	3	____ Friendships where I was of a higher social status
	4	____ Friendships where I was of a lower social status
13		M. Reflecting over your adult years, what is the best description of your social involvement with minority persons, excluding work-related interactions?
	1	____ Many close friendships
	2	____ A few close friendships
	3	____ Casual friendships
	4	____ Occasional contacts but no real friendships
	5	____ Virtually no contact
14		N. Which phrase best represents the prevailing attitudes of your parents regarding minority persons?
	1	____ All people are the same
	2	____ Minority persons are different but equal
	3	____ Minority persons are equal but should for the most part remain separate
	4	____ Minority Persons are different and probably inferior
		II **Information About Your Professional Life**
15		A. What is the highest degree you have earned?
	1	____ Doctoral
	2	____ Masters
	3	____ Bachelors
16		B. What is your academic rank?
	1	____ Lecturer
	2	____ Instructor
	3	____ Assistant Professor
	4	____ Associate Professor
	5	____ Professor
	6	____ Other (Please specify) _____
17		C. Do you hold tenure?
	1	____ Yes
	2	____ No
18		D. What is your primary job responsibility?
	1	____ Teaching

	2	____ Administration
	3	____ Research/productive scholarship
	4	____ Other (Please specify) _____
19		E. Are you involved in student advisement?
	1	____ Yes
	2	____ No
20, 21		F. How many years have you been an academic/administrative employee at this college? ____ years
22		G. What is the primary discipline in which you teach? (i.e., history, philosophy, math etc.) _____
23, 24		H. How many years of additional teaching experience (at other colleges/universities) have you had? (Please approximate) _____
25		I. If you listed any additional teaching experience in item H above, how many years of this experience were in predominantly black colleges/universities? (Please approximate).
	1	____ None
	2	____ Less than 2 years
	3	____ 2-4 years
	4	____ 5-7 years
	5	____ 8-10 years
	6	____ Over 10 years
26		J. How many years of professional employment (non-academic) have you had? (Please approximate)
	1	____ None
	2	____ Less than 2 years
	3	____ 2-4 years
	4	____ 5-7 years
	5	____ 8-10 years
	6	____ Over 10 years
27.		K. How many years of this professional employment (non-academic) were in predominantly black settings? (Please approximate)
	1	____ None
	2	____ Less than 2 years

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____ 2-4 years
____ 5-7 years
____ 8-10 years
____ Over 10 years

III **Information About Your Present Job**

A. When you were hired for your present position, which of the following were major positive Attributes in your decision? (Please check any or all that apply).

GeoFigureical Location

____ Desirable area of the country (climate, recreation, etc.)
____ No move was required
____ Desire to move nearer (or away from) family and friends
____ Spouse/family employment

Potential Job Benefits

____ Rank/salary
____ Job responsibilities (e.g. teaching workload, hours, consultation opportunities)
____ Support for research publication

Impressive Future Colleagues

____ Reputation
____ Congeniality
____ Apparent abilities/knowledge
____ Desire to work in a predominantly black setting
____ Only job (academic job) offered to me at the time
____ Other (please specify) _____

B. Which Attribute listed above was most important in your decision to accept your current position?

_____

IV. **Information Relation to Beliefs/Feelings About Your Present Job**

A. The following statements represent beliefs and feelings which white faculty members in predominantly black colleges may hold. For each statement please circle the appropriate response (i.e., 1, 2, 3, 4, 5) to indicate how strongly you agree or disagree with the statement.

1. Strongly Agree
2. Agree

3. No opinion
4. Disagree
5. Strongly Disagree

42	1 2 3 4 5	Racial/cultural differences between myself and students at times pose barriers to effective teaching.
43	1 2 3 4 5	I generally feel socially accepted by black faculty members.
44	1 2 3 4 5	My being white will not affect my career advancement within the college/university.
45	1 2 3 4 5	black students tend to try to manipulate me more than they do black faculty members.
46	1 2 3 4 5	Sometimes I feel “out-of-place” in meetings and other gatherings where black issues are discussed.
47	1 2 3 4 5	black students are willing to approach me about a problem as they are to approach a black faculty member.
48	1 2 3 4 5	College administrators perceive me as less committed to the college/university than they do black faculty.
49	1 2 3 4 5	I feel a strong need to contribute to the education of blacks.
50	1 2 3 4 5	Some people assume that I took this job because I wasn’t able to be hired at a predominantly white institution.
51	1 2 3 4 5	black faculty at times make me feel like a “fringe” member of the faculty.
52	1 2 3 4 5	Administrators treat me no differently that they do black faculty in similar positions.
53	1 2 3 4 5	I believe that there is tighter administrative control of faculty here than at most other white colleges and universities.
54	1 2 3 4 5	Being totally accepted by black faculty is possible in time.
55	1 2 3 4 5	I feel that I am a scapegoat for black faculty when issues of

		racism and discrimination come up.
56	1 2 3 4 5	Race is an influential Attribute in the interaction between myself and black faculty and/or students.
57	1 2 3 4 5	Teaching in a black college is my chosen mission in life.
58	1 2 3 4 5	I feel that I am not qualified enough to teach in a predominantly white university of my choice.
59	1 2 3 4 5	Usually, my perceptions of situations are more accurate than those of my black colleagues, and I would like to be able to broaden their understanding.
60	1 2 3 4 5	Initially black students seemed to stereotype me as a typical "honky" with a very different perspective that their own.
61	1 2 3 4 5	Some of my white friends have made derogatory remarks about my teaching at a black college.
62	1 2 3 4 5	Some of my white family members have made derogatory remarks about my teaching at a black college.
63	1 2 3 4 5	I would involve myself more in extracurricular activities at a white college.
64	1 2 3 4 5	Some of my black colleagues assume that I would not be teaching here if I had my preference.
65	1 2 3 4 5	My adjustment to working in a predominantly black college has posed no problems at all.
66	1 2 3 4 5	I am committed to the goals and general welfare of this college.
67	1 2 3 4 5	I fulfill my job responsibilities to the fullest extent of my ability.
68	1 2 3 4 5	I am supportive of this college in discussion of the college's programs with those outside
69	1 2 3 4 5	I probably would feel stronger loyalty to a predominantly white college than to this college.
70	1 2 3 4 5	Generally, I feel that the quality of education at this college is good.

71	1 2 3 4 5	I feel that minority colleges should continue to retain their minority identity and focus.
72	1 2 3 4 5	I am aware of making allowances at times in grading black students, since I realize the many disadvantages in some of their educational backgrounds.
73	1 2 3 4 5	I have discussed differences in our perspective stemming from our diverse racial backgrounds with black students and/or faculty.
74		B. If you were able to find another faculty position which was comparable in all respects but in a predominantly white college, what is the likelihood that you would accept that position?
	1	____ Definitely
	2	____ Probably
	3	____ Possibly
	4	____ Probably Not
	5	____ Definitely Not
75		C. If you remain at your present job, what Attribute would most influence your decision?
	1	____ Commitment to black education
	2	____ Job change is just too difficult for me (various reasons)
	3	____ Other (please specify) _____
		V. **Other Comments: Statement Which You May Care to Make**
		A. What do you see as especially positive about your experience as a white educator in a predominantly black college? _____ _____ _____ _____ _____ _____
		B. What do you see as the most negative aspects of your experience as a white educator in a predominantly black college? _____ _____ _____ _____ _____

_____

C. What suggestions can you make which might help alleviate any problems which you may experience or have experienced as a white educator in a predominantly black college?

_____
_____
_____
_____
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D. Any additional comments?

_____
_____
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APPENDIX C

TABLES OF ATTRIBUTE SCORES FOR CATEGORIES OF WHITE FACULTY AT SELECTED HBCUS IN TEXAS

TABLE 22: Attribute scores for academic rank

Attributes	Lecturer/ Instructor/Other	Assistant Professor	Associate/Full Professor
Stereotyping	3.72	3.44	3.77
Equality	2.99	3.11	3.04
Commitment	2.40	2.24	2.37
Racial identity	3.17	3.37	3.29
Family and Friends	3.92	4.07	4.19
Career restrictions	3.71	3.68	3.72
Racial differences	3.15	2.96	3.69
Openness	2.92	2.41	2.75
Grading	3.23	3.69	3.69
Trust	2.46	2.14	2.88

TABLE 23: Attribute scores for tenure

Attributes	Tenure	No-Tenure
Stereotyping	3.68	3.61
Equality	2.94	3.08
Commitment	2.55	2.29
Racial identity	3.04	3.33
Family and Friends	4.08	4.07
Career restrictions	3.60	3.71
Racial differences	3.18	3.26
Openness	2.38	2.70
Grading	3.80	3.53
Trust	2.64	2.43

TABLE 24: Attribute scores for age

Attributes	25-44	45-54	55+
Stereotyping	3.27	3.68	3.80
Equality	3.27	2.92	2.99
Commitment	2.47	2.55	2.13
Racial identity	3.08	3.55	3.31
Family and Friends	3.63	4.36	4.21
Career restrictions	3.56	3.85	3.72
Racial differences	2.80	3.18	3.55
Openness	2.60	3.27	2.40
Grading	3.33	4.00	3.52
Trust	2.60	2.55	2.33

TABLE 25: Attribute scores for gender

Attributes	Male	Female
Stereotyping	3.52	3.79
Equality	3.01	3.15
Commitment	2.39	2.20
Racial identity	3.16	3.56
Family and Friends	4.08	4.06
Career restrictions	3.60	3.89
Racial differences	3.18	3.36
Openness	2.88	2.21
Grading	3.55	3.62
Trust	2.74	1.91

TABLE 26: Attribute scores for perception of parents' attitude towards minorities

Attributes	Positive	Negative
Stereotyping	3.86	3.34
Equality	3.00	3.10
Commitment	2.02	2.57
Racial identity	3.43	3.09
Family and Friends	4.32	3.69
Career restrictions	3.60	3.81
Racial differences	3.54	2.77
Openness	2.39	2.89
Grading	3.83	3.12
Trust	2.23	2.64

TABLE 27: Attribute scores for perception of friends' attitude towards minorities

Attributes	Positive	Negative
Stereotyping	3.65	3.58
Equality	3.07	3.04
Commitment	2.22	2.43
Racial identity	3.38	3.20
Family and Friends	4.35	3.77
Career restrictions	3.84	3.54
Racial differences	3.42	3.05
Openness	2.81	2.49
Grading	3.96	3.15
Trust	2.21	2.73

APPENDIX D

TABLE OF ANOVAS

TABLE 28. Full report of ANOVAs for academic rank

DVs	Type III Sum of Squares	df	Mean Squares	F	Significance
Stereotyping	56.570	1	56.570	.902	.413
Equality	4.703	1	4.703	.203	.817
Commitment	4.466	1	4.466	.178	.837
Racial identity	4.800	1	4.800	.377	.688
Family and Friends	2.008	1	2.008	.243	.785
Career restrictions	.072	1	.072	.018	.982
Racial differences	4.901	1	4.901	1.337	.272
Openness	2.319	1	2.319	.643	.530
Grading	2.039	1	2.039	.615	.545
Trust	4.919	1	4.919	1.583	.216
Adjustment Score	143.425	1	143.425	.655	.524

TABLE 29. Full report of ANOVAs for tenure

DVs	Type III Sum of Squares	df	Mean Squares	F	Significance
Stereotyping	1.62	1	1.62	.051	.822
Equality	4.241	1	4.241	.374	.544
Commitment	6.461	1	6.461	.529	.471
Racial identity	8.275	1	8.275	1.343	.252
Family and Friends	.003	1	.003	.001	.978
Career restrictions	.313	1	.313	.157	.694
Racial differences	.037	1	.037	.020	.889
Openness	.613	1	.613	.340	.562
Grading	.410	1	.410	.247	.621
Trust	.260	1	.260	.161	.690
Adjustment Score	3.526	1	3.526	.032	.859

TABLE 30. Full report of ANOVAs for age

DVs	Type III Sum of Squares	df	Mean Squares	F	Significance
Stereotyping	129.366	1	129.366	2.170	.125
Equality	34.908	1	34.908	1.598	.213
Commitment	27.568	1	27.568	1.147	.326
Racial identity	21.879	1	21.879	1.822	.173
Family and Friends	17.149	1	17.149	2.253	.116
Career restrictions	2.237	1	2.237	.561	.574
Racial differences	5.271	1	5.271	1.444	.246
Openness	5.778	1	5.778	1.670	.199
Grading	2.925	1	2.925	.892	.417
Trust	.780	1	.780	.238	.789
Adjustment Score	373.623	1	373.623	1.787	.179

TABLE 31. Full report of ANOVAs for gender

DVs	Type III Sum of Squares	df	Mean Squares	F	Significance
Stereotyping	41.232	1	41.232	1.329	.255
Equality	8.117	1	8.117	.721	.400
Commitment	6.187	1	6.187	.506	.480
Racial identity	29.484	1	29.484	5.154	.028
Family and Friends	.007	1	.007	.002	.966
Career restrictions	3.963	1	3.963	2.069	.157
Racial differences	.385	1	.385	.204	.654
Openness	4.948	1	4.948	2.891	.096
Grading	.065	1	.065	.093	.844
Trust	7.763	1	7.763	5.312	.026
Adjustment Score	109.785	1	109.785	1.018	.318

TABLE 32. Full report of ANOVAs for perception of parents' attitude towards minorities

DVs	Type III Sum of Squares	df	Mean Squares	F	Significance
Stereotyping	161.963	1	161.963	5.620	.022
Equality	3.752	1	3.752	.332	.567
Commitment	69.312	1	69.312	7.305	.010
Racial identity	24.949	1	24.949	4.328	.043
Family and Friends	18.907	1	18.907	5.120	.028
Career restrictions	2.128	1	2.128	1.070	.306
Racial differences	6.975	1	6.975	4.050	.050
Openness	2.943	1	2.943	1.761	.191
Grading	6.479	1	6.479	4.262	.045
Trust	2.020	1	2.020	1.370	.248
Adjustment Score	49.858	1	49.858	.620	.435

TABLE 33. Full report of ANOVAs for perception of friends' attitude towards minorities

DVs	Type III Sum of Squares	df	Mean Square	F	Significance
Stereotyping	2.591	1	2.591	.081	.777
Equality	.646	1	.646	.057	.813
Commitment	9.011	1	9.011	.741	.394
Racial identity	6.548	1	6.548	1.056	.309
Family and Friends	16.356	1	16.356	4.370	.042
Career restrictions	4.404	1	4.404	2.310	.135
Racial differences	1.722	1	1.722	.925	.341
Openness	1.296	1	1.296	.725	.399
Grading	8.245	1	8.245	5.515	.023
Trust	3.342	1	3.342	2.151	.149
Adjustment Score	127.376	1	127.376	1.185	.282

VITA

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Master of Education (Ed.M): Administration, Planning & Social Policy. June 1998

Morehouse College, Atlanta GA
Bachelor of Arts (BA): Psychology. May 1995

EXPERIENCE

Texas A&M University, College Station TX — Summer 2004 to present
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Huston-Tillotson College, Austin TX — Fall 2002 to Spring 2004
Director of Student Activities

Huston-Tillotson College, Austin TX — Fall 2003
Instructor: Psychology 102: The College Experience

Texas A&M University, College Station TX — Fall 1999 to Fall 2002
Graduate Research Assistant: Department of Educational Administration

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Graduate Research Assistant: Office of International Education

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